



**The Gard'ner Memorial Ltd**  
(A company limited by guarantee)  
Trading as More House School

**Directors' Report and Financial Statements**  
For year ending 31<sup>st</sup> August 2020

Registered Charity number. 311872  
Registered Company number. 523768



Registered charity number 311872  
Registered company number 523768

**Governing document** The charity is controlled by its governing documents, comprising its Memorandum and Articles of Association, and constitutes a limited company, limited by guarantee, as defined by the Companies Act 2006.

**Trustees (Directors)**

Mr Sean Collins MA (Cantab.) FCA (Chair) \*1  
Mr John Stares BSc (Hons) (Deputy Chair) \*1,\*4  
Mrs Suzie Brand \*3  
Mrs Pamela Edworthy BSc (Hons) PGDip PGCE \*2,\*4  
Mr Robert Forster MSc BSc [Appointed 12.03.2020]  
Ms Lindsay Gowland MA (Ed.) ACIS [Appointed 21.11.2019] \*3  
Mr Glenn Handley MBA \*1  
Mr Gary Hay BA (Hons) \*1, \*3  
Fr Patrick Sherlock SDB BSc BA QTS \*2  
Mr Patrick Wilson BA (Hons) MA Cert.Ed. [Resigned 11.07.2020] \*1,\*2

Members of Sub-Committees

- \*1 – Finance & Leadership
- \*2 – Teaching, Learning & Assessment
- \*3 – Welfare, including Safeguarding & Behaviour
- \*4 – Nominations

**Registered office** More House School, Moons Hill, Frensham, Farnham, Surrey, GU10 3AP  
**Website** [www.morehouseschool.co.uk](http://www.morehouseschool.co.uk)  
**Auditors** Haysmacintyre LLP  
**Bankers** Allied Irish, HSBC  
**Solicitors** GBH Law

**Key Executives** Mr Jonathan Hetherington BA(Hons) MSc (Ed) QTS, Headmaster  
Mr Stephen Johnson FFA FFTA, Bursar

### **Report of the Chair of Trustees**

The year to the 31<sup>st</sup> August 2020 delivered unprecedented challenge to the charity and school, but enabled the organisation to demonstrate its resilience, creativity in overcoming difficulties, and highlight the remarkable dedication of all in the school community. In spite of the disruptions resulting from the COVID-19 pandemic and the country's national response, More House School's founding vision, of compassion and aspiration for disadvantaged learners, continued to be realised in all aspects of the school's activities, yielding a very successful year, transforming the futures of intelligent children who experience Specific Learning Difficulties, Developmental Language Disorders and associated conditions, by empowering them.

Outcomes for pupils of More House School remain a key indicator of the efficacy of the charity's activities and provision. All of our pupils must overcome the barriers posed by Developmental Language Disorders, Specific Learning Difficulties such as Dyslexia and Developmental Coordination Disorder, or associated conditions, and a majority are the subjects of Education, Health and Care plans. Nevertheless, our students' results in their A Level, GCSE and equivalent courses were, again, inspiring to younger boys.

For our 40 Upper Sixth leavers, 31% of A Level and equivalent Level 3 BTEC grades were awarded at the highest A\* and A, or Distinction\* and Distinction grades, and the cohort achieved a 77% A\* to C and Distinction\* to Merit award rate. Our Upper Sixth chalked-up a 100% pass-rate in their Level 3 (A Level and equivalent) qualifications.

The Year Eleven GCSE and equivalent results were equally exciting, with 88% of grades awarded to our 73 candidates being 9 to 4, or the Level 2 BTEC equivalent of Distinction\* to L2 Pass. Our pupils beat the national averages for good passes in GCSE English (73%) and in GCSE Mathematics (74%), and 62% of our Year Elevens achieved at least five 9 to 4 grades (or the BTEC equivalent) including GCSE English and Mathematics. 86% achieved a 9 to 4 good pass in GCSE Science, or the equivalent Level 2 Pass in BTEC Science.

These results are, of course, empowering to our pupils, and support them to realise their true potential, bolstering their self-belief. However, it is the complementary work on developing pupils' social language skills, inferential understanding, independent living skills and mental wellbeing that constructs a sustainable and sure footing on which they may plan their futures.

In January, the school underwent its annual inspection of the provision for boarders, by Ofsted's Social Care department. This resulted, again, in a published report celebrating the environment and experiences enjoyed by our residential pupils. The school's previous top gradings, of Outstanding (the highest category) in every judgement-area, were again confirmed. The school's educational provision also continues to be graded by Ofsted as Outstanding in every respect.

The impact of the COVID-19 pandemic, resulting in the national lockdown and closure of schools in March 2020, had a direct and significant impact on school operations. From the 20<sup>th</sup> March 2020, More House School transferred its educational, pastoral and therapeutic provisions online as the majority of pupils became subject to the government's ban on school attendance. The immediacy and efficacy of the school's response to this situation was impressive, and drew on careful preparations and foundations laid down in the weeks and months preceding the announcement. The adaptation to online education was smooth and ensured continuity in the delivery of curriculum, therapy and pastoral support for pupils.

At the same time, the school remained open for vulnerable pupils and the children of critical workers, including throughout the Easter school holidays and the May half-term. The dedication and professional commitment of the school's staff was extraordinary and demonstrated the highest priority given to meeting our pupils' needs.

A first in the school's history, was an entirely virtual Founder's Day ceremony, marking the closing of the school year. Speeches were recorded in advance, and all pupils and their families were encouraged to participate in the event, dressing for the occasion and with strawberries and sparkling wine to hand, which went 'live' online at the usual time on Saturday morning, 11<sup>th</sup> July 2020. As usual, the event saw the awarding of prizes, trophies and certificates, supporting all pupils to recognise their achievements and progress, promoting their self-esteem and sense of self-belief. The Headmaster presented his report on the year, the retiring pupil officers gave their valedictory addresses, and their successors were appointed. The sense of the whole school community coming together, even through only online, was energising.

The disruptions included dramatic change to the arrangements for awarding final grades to Upper Sixth and Year Eleven pupils reaching the conclusion of their accredited courses, necessitating the design of a robust and comprehensive internal system for realising evidence and moderation processes for supporting Centre Assessed Grades (CAGs) prior to such data being subjected to a national moderation process, later scrapped. The demands placed on school staff across the country, and especially those supporting learners with special educational needs, was exceptional. More House School's staff rose to all these challenges, ensuring the protection of each pupil's interests within a fair framework able to meet all expectations of public scrutiny.

Through careful planning and ongoing management, supported by the UK Government's Coronavirus Jobs Retention scheme, the school was able to afford parents funding places through private means discounts on the Trinity (summer) term's fees, influenced by cost-savings and recognition of the financial uncertainties faced by many families. Government instruction provided that fees funded by local authorities should not be subject to discount since funding to local government remained secure.

The school's careful management of the COVID-19 response ensured the financial security of the charity and school at the close of the accounting year. Carefully considered adaptations to the school's comprehensive pupil-admissions processes enabled prospective pupils to continue to be assessed in terms of their need and the suitability of the school's provision for them, and ensured a very strong pupil roll for the start of the 2020-21 academic year, continuing the steady growth in numbers witnessed over an extended period of years.

The school community was touched by sadness with two significant losses. In early January, a young family member of a long-serving member of the teaching staff finally lost her battle with a rare childhood cancer. For the past two years, the school community has come together in a multitude of fundraising events and emotional support, and the memorial service witnessed a packed church including family and friends, and past and present pupils and staff.

A few weeks' later, the school learned of the sudden and unexpected passing of Mr Nicolas Bloomfield, a current More House teacher of Music and History for nineteen years. This was another very difficult period for pupils, employees and for many in the wider school community. A school memorial service was held in the school chapel during the week before the national lockdown commenced.

Such tragedies and shared challenges serve to bring the school community ever closer. There remains an enduring and cherished sense of the school's mission in supporting children and young people who are disadvantaged by the mainstream education system and by lack of understanding and confidence in many classrooms, in order to transform their future prospects. The charity's commitment to improving that understanding and confidence in educational professionals, locally and nationally, so that intelligent, neuro-diverse children far beyond the school's gates benefit, remains strong. It is evident in the breadth of training activities undertaken by the school during the year to the 31<sup>st</sup> August 2020, and its plans for the future. The strategic review commenced in the year has taken longer to completed than initially envisaged, as adjustments for COVID-19 have had to be accommodated. That review will be completed early in the coming year, and will provide the school with a clear direction in taking the charity's mission forwards.

*Sean Collins*

Signature: .....  
S. Collins, Chair of Trustees

Date: 11<sup>th</sup> March 2021  
.....

## **Report of the trustees**

The trustees of the Gard'ner Memorial Limited, who are also the charity's directors for the purposes of the Companies Act 2006, are pleased to present their annual report, together with the financial statements of the charity for the year ended 31<sup>st</sup> August 2020, which are also prepared to meet the requirements for a directors' report and accounts for Companies Act purposes.

## **Objectives and activities**

### **The objects of the charity are:**

The advancement of education including, but not limited to, running the More House School, Frensham, and educating children, particularly those with learning difficulties, but also disseminating best practice in techniques of teaching and learning through training, consultation, assessment, research and related activities, both in the UK and internationally, so continuing the tradition of the late Reginald Joseph Gard'ner for the public benefit.

Too many children are failed by the mainstream education system, where common methods of teaching and support in the classroom fail to uncover the true cognitive potential of children who experience weaknesses in their literacy and developmental language skills, and those affected by associated difficulties including Developmental Coordination Disorder and attention deficit conditions. Such children may be intellectually very capable but are left believing themselves not clever, disadvantaged by an education system which focuses the primary means of assessing ability on their areas of skill-weakness, and leaving their strengths unrecognised. Too many children assess themselves as failures amongst their peers, and the threat to mental health and wellbeing is too frequently explicit.

And yet such children offer huge value for the future of our society and world. Many companies now recognise immense value in recruiting neuro-diverse teams. Our pupils have a great part to play in the future of our country, in all areas of education, industry and business. With the right educational approach at the right point in their lives, children and young people with specific learning difficulties, developmental language delay and associated conditions, can be enabled to see their strengths and their future. Once they are taught to believe in themselves, they can grow the courage to tackle the challenges in their educational paths and realise their true intelligence. With an appropriate educational environment, they can achieve success at GCSE and A Level, and pursue further and higher education and training, leading to promising careers and contributing to our society. Such a pathway is essential in order for such young people to become truly independent, supporting the state and society through maintaining strong mental and physical health, participating in worthwhile employment and paying tax, rather than failing to realise such outcomes, necessitating continuous support from society and the public purse throughout their adult lives.

### **Our vision, is:**

To lead in transforming the futures of intelligent children who experience Specific Learning Difficulties, Developmental Language Disorders and associated conditions, by empowering them.

### **Our specific aims are:**

To support the individual needs of each pupil, as individuals, so that each thrives, adapting continuously teaching and support strategies to challenge appropriately pupils' diverse strengths and weaknesses.

To provide all pupils with an environment in which they feel, and are, safe and confident in being themselves, and through which they develop effective skills to promote their mental health and wellbeing.

To foster in all pupils a powerful desire to question and to learn, and to realise high aspirations for their future, in terms of continued education and learning, their professional career, and social relationships.

To provide a transformative learning environment and opportunities for our pupils so that they achieve outstanding academic results, above the national age-related averages, both at level two (GCSE level) and three (Advanced level), despite having Specific Learning Difficulties, Developmental Language Disorders and associated conditions.

To develop our pupils to become confident and resilient young people, with the experience and skills that allow them to lead independent lives within a modern world, and with the desire to be involved in society.

To foster amongst all pupils an understanding, care and tolerance of all others, within the school's Catholic ethos and in accordance with the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

To collaborate with and promote research into the education and support of children and young people with language-related educational difficulties, and use research to improve educational outcomes for all pupils, and those in other educational settings.

During the year up to the 31<sup>st</sup> August 2020, the school's governors and staff agreed the following **six targets**, which provide the framework for the school's process of evaluation and development-development planning:

- **Curriculum**

To be a centre of excellence in the delivery of a broad academic and social development curriculum, ensuring pupils with Specific Learning Difficulties, Developmental Language Disorders and associated conditions make the greatest possible progress, are empowered and prepared in the best possible manner for their futures.

- **Extra-Curricular**

To be a centre of excellence in the delivery of developmental opportunities beyond the academic curriculum so that pupils with Specific Learning Difficulties, Developmental Language Disorders and associated conditions extend their experience, developing social confidence.

- **Pastoral**

To be a centre of excellence in the delivery of pastoral care for pupils with Specific Learning Difficulties, Developmental Language Disorders and associated conditions, promoting the Safeguarding and wellbeing of all pupils and adults, pupils' positive social development, and the best possible learning environment.

- **Residential**

To be a centre of excellence in the delivery of residential care for pupils with Specific Learning Difficulties, Developmental Language Disorders and associated conditions, ensuring pupils' Safeguarding and wellbeing, and promoting their personal and social development.

- **Therapy**

To be a centre of excellence in the delivery of Speech and Language Therapy, Occupational Therapy, Literacy intervention and Numeracy intervention for pupils with Specific Learning Difficulties, Developmental Language Disorders and associated conditions so that they make the greatest possible progress and are empowered.

- **Outreach**

To be a centre of excellence in the provision of the highest quality training and support of external organisations, professionals, children and young people relating to Specific Learning Difficulties, Developmental Language Disorders and associated conditions, including collaboration with and participation in research.

## **Organisational structure**

The Board of Governors of More House School comprises the trustees of the charity, who are also the directors and members of the company. The full board meets at least three times a year, with the Headmaster and Bursar in attendance. Appointments to the Board of Governors are conducted through a process of identifying opportunities for augmenting the complement of skills and experience afforded by the board, and recruiting accordingly. The process is overseen by the board's Nominations Committee, which makes recommendations to the full board for such appointments. All appointments are approved at a meeting of the full board of governors. New governors are required to engage in a programme of induction to ensure they understand their duties and responsibilities, the objectives and operations of the school, and the roles of senior managers. It is important that members of the board of governors have the capacity both to support the school's executive, and to provide robust professional challenge to promote the best interests of all pupils and of the charity. Ongoing development for governors is supported through training events on and off-site, incorporating in-house and external expertise.

Members of the board of governors also serve on one or more of the governor committees:

- Finance and Leadership
- Teaching, Learning and Assessment
- Welfare, including Safeguarding and Behaviour
- Nominations

Each committee is chaired by a governor, and comprises other governors. Each committee meets regularly according to an agreed programme and, with the exception of the Nominations Committee, is normally attended by one or more members of the school's most senior executive team, the Core Leadership Group.

The governors determine the general policy of the charity and school in accordance with the Memorandum and Articles of Association, and with the adopted strategic development plan. The governors have responsibility for the company's system of internal controls, for evaluating its effectiveness in meeting its aims, and for continuous improvement. They delegate the day to day management of the school to the Headmaster, supported by the Bursar and the Core Leadership Group.

The Core Leadership Group (CLG) comprises the following executive positions:

- Headmaster
- Bursar
- Principal Deputy Head (this position ceased to exist with effect from 31.08.20)
- Deputy Head (Curriculum)
- Deputy Head (Head of Boarding)
- Deputy Head (Wellbeing)
- Director of Assessment and Therapy
- Assistant Head (Pupils) (this is a new position, taking effect from 01.09.20)

Chaired by the headmaster, its purpose and operation are directed by its Terms of Reference document. The group has lead responsibility for school evaluation, strategic development, validation of decision-making, and professional challenge.

The extended Senior Management Team (SMT) comprises the members of the Core Leadership Group as well as the following employee roles:

- Head of the Learning Development Centre
- Director of Staff Training and Development
- Director of Pupil Progress (this position became part of the new CLG position Assistant Head (Pupils), with effect from 01.09.2020)
- Director of Extra-Curricular Education
- Director of Personal Development Education
- Director of Pastoral Care (this is a new position, taking effect from 01.09.2020)
- Head of Sixth Form
- Head of Junior Years
- Mental Health Lead

Chaired by the headmaster, the composition and operations of the extended senior management team are described in the school's SMT policy. Each member has responsibility for managing and developing a different aspect of the school's provision, and together the team ensures the day to day management of the school, and supports the CLG in its four primary tasks of school evaluation, strategic development, validation of decision-making, and professional challenge.

Academic teaching departments are each led by a Head of Department, reporting to and supported by the Deputy Head (Curriculum). Each pupil year-group's team of pastoral tutors is led by their respective Head of Year, reporting to and supported by the Principal Deputy Head [Deputy Head (Pastoral and Wellbeing) from 01.09.20], who has responsibility for managing pupil behaviour through the school [pupil behaviour is led by the Assistant Head (Pupils) with effect from the 01.09.20]. The residential boarding staff, comprising housemasters and housemistresses, is led by the Deputy Head (Head of Boarding). The school's staff of Speech & Language Therapists, Occupational Therapists, and Literacy and Numeracy Tutors is led by the Head of the Learning Development Centre, who reports to and is supported by the Director of Assessment and Therapy. The Deputy Head (Pastoral and Wellbeing) leads the school's pastoral therapeutic provision,

including the Mental Health Lead and therapeutic counsellors. The Deputy Head (Pastoral and Wellbeing) is also the Designated Safeguarding Lead and oversees the school's safeguarding team. The school's administrative, catering, estates, finance, and information technology network and support functions are overseen by the Bursar.

The pay and remuneration for the key management personnel are set by the governors for the Headmaster and Bursar, and by the governors from recommendations made by the Headmaster and Bursar, in respect of the other members of the Core Leadership Group. Governors use a number of criteria such as nature of role and responsibilities, sector salaries as indicated by various benchmark and other market reports, cost of living increases and trends in pay.

## **Main aims and achievements**

Our primary aims through the 2019-20 academic year comprised:

- the provision of Outstanding, transformative education for our pupils, all of whom experience challenges associated with Specific Learning Difficulties, Developmental Language Disorders and associated conditions;
- the realisation of exceptional outcomes for More House School pupils;
- ensuring the highest standards of educational and residential provision, recognised by external audit partners;
- the further development of our provision for supporting pupils' and employees' wellbeing, and promoting positive mental health;
- the further development of our teacher-training, staff-development and professionals'-training programmes, promoting our integrated and aspirational approach to supporting neuro-diverse learners within mainstream classroom settings.

### **Education and outcomes**

The number of children and young people supported by the school's specialist approach and provision again increased for the 2019-20 academic year, with an average of 485 on the pupil roll compared with the previous year's 472. In spite of the disruption caused by the national response to the COVID-19 threat, outcomes for pupils remained typically excellent, with our senior school pupils and our Sixth Form students celebrating impressive results in their final awards for GCSE, A Level and equivalent qualifications.

#### More House School Year Eleven results, summer 2020

- All candidates overcame the challenges of Dyslexia, Developmental Language Disorder or associated Special Educational Needs, and nearly half of candidates held Education, Health and Care plans;
- 43% of GCSE and equivalent Level 2 BTEC grades awarded at grades 9 to 6 (equivalent to A\* to B, or Distinction\* to Merit);
- 88% of grades awarded at 9 to 4 (A\* to C, or Distinction\* to Level 2 Pass);
- 62% of candidates achieved at least five A\* to C equivalent grades, including GCSE English and GCSE Mathematics;
- 52% of More House School candidates achieved at least one A\* or A grade (9 to 7, or BTEC Distinction\* or Distinction);
- 73% achieved a 9 to 4 Pass in GCSE English (above the national average);
- 74% achieved a 9 to 4 Pass in GCSE Mathematics (above the national average);
- 86% achieved a 9 to 4 Pass in GCSE Science, or the equivalent Level 2 Pass in BTEC Science.

#### More House School Upper Sixth results, summer 2020

- All candidates overcame the challenges of Dyslexia, Developmental Language Disorder or associated Special Educational Needs, and 58% of the 40 candidates held Education, Health and Care plans;
- 31% of A Level and equivalent Level 3 BTEC grades awarded at A\* to A (Distinction\* to Distinction);
- 77% of grades awarded at A\* to C (Distinction\* to Merit);
- 100% Pass rate at GCSE and equivalent Level 3 BTEC combined;
- 100% A\* to C in A Level Biology, Chemistry, Computer Science, Design & Technology, English Literature, Music, Photography, and in the A Level equivalent Level 3 *Design...Engineer...Construct!* qualification.

Last year's implementation of a new system for tracking and promoting students' progress associated with the acquisition of skills on a hierarchical scale influenced by Bloom's taxonomy enabled development through the 2019-20 academic year. In each subject area, pupils' skill development is tracked against the following hierarchical progression, with direct relationship with the grade descriptors in every GCSE, A Level and equivalent qualification syllabus:

During this year we embedded the approach throughout every academic and therapeutic department and worked towards a comprehensive profile of each pupil's presentation in respect of these skills in all aspects of his curriculum experience. The purpose continues to be to increase teachers' and pupils' own understanding of each learner's developing profile of skill strengths and weaknesses, so that pupils are best enabled to achieve the highest marks in their public examinations, but also to afford more effective information supporting pupils' choices of courses of study, and to prepare them most effectively for success in the workplace and as an independent member of society.

An exciting achievement this year has been the partnership with Surrey Choices, affording bespoke career guidance and work experience opportunities to identified Sixth Form students. This has proved powerful in supporting students less likely to apply to university, to be able to design a future pathway that is aspirational and appropriate in matching their skills, qualifications and ambitions. The school is grateful to The Friends of More House School for supporting this initiative.

In a similar vein, the new independent living skills facility within our senior boarding house was formally opened and put in use during the Michaelmas term (autumn) 2019. This exciting, new facility affords older boarding pupils access to a working, domestic-style kitchen, including domestic facilities for clothes-laundry. Boarders are supported to develop confidence and skills in managing domestic functions in preparation for independent living after school, and they have enjoyed preparing their own breakfasts and evening meals, managing their laundry, and ironing. Pupils' development of independent living skills is tracked through the annual review system and remains a focus within the school's Learning Development Centre curriculum, especially in Occupational Therapy sessions.

#### External audit

The school commenced the year recognised by the Office for Standards in Education (Ofsted) as performing at the highest grading in every inspection category, both for the educational provision and for the residential and safeguarding provisions, following the three-yearly integrated joint inspections carried out by Ofsted's education and social care departments in March 2019.

The school is inspected annually by Ofsted's Social Care department in respect of its provision for weekly and full-boarders, and was inspected during the 2019-20 academic year in January 2020. The inspection team's findings upheld the previous assessment of the school's provision, issuing the following judgements:

<i>Overall experiences and progress of children and young people, taking into account</i>	<i>outstanding</i>
---	--------------------

<i>How well children and young people are helped and protected</i>	<i>outstanding</i>
--	--------------------

<i>The effectiveness of leaders and managers</i>	<i>outstanding</i>
--	--------------------

*The residential special school provides highly effective services that consistently exceed the standards of good. The actions of the school contribute to significantly improved outcomes and positive experiences for children and young people.*

*Ofsted 2020*

The inspection team further commented in their published report:

*All the staff share the common aim of providing an excellent boarding experience for the pupils to enhance their learning outcomes and make significant personal and social development to advance their future life chances.*

*Boarders live in a highly supportive community which enriches their experiences and positively influences their development.*

*Boarders make excellent progress*

*Pupils receive targeted support to cope with their learning difficulties*

*The positive experiences of boarders are directly influenced by the trusting relationships that they form with the staff, who are dedicated to improving boarders' well-being and helping them to build a happy and successful life in the future*

*Safeguarding pupils is embedded in all aspects of school life. An extremely strong safeguarding ethos is inherent in all the staff's practice, ensuring that the boarders' safety and well-being are paramount*

*Led by a skilled and experienced designated safeguarding lead, the team of safeguarding officers is proactive and responds effectively to all concerns raised*

*Behaviour is excellent*

*The head of boarding and the boarding staff team have in-depth knowledge and understanding of the boarders' specific needs. Working closely with the school's well-being specialists, therapists and safeguarding officers, the boarding staff implement focused and well-thought-out, tailored strategies to support boarders' emotional health*

*Senior leaders and managers are highly competent, experienced and confident in maintaining a positive culture. Their passion, dedication and aspiration are mirrored by the boarding staff who provide the boarders with experiences and individual support which helps them flourish*

*Ofsted, 2020*

More House School is approved by the Council for the Registration of Schools Teaching Dyslexic pupils (CReSTeD), within their Specialist Provision category. The school's accreditation in this respect is reviewed three-yearly requiring a quality-assurance visit conducted by CReSTeD. Our accreditation was due for renewal, triggering an accreditation visit in February 2020. The outcome was the school's re-accreditation for a further three years. The report of the quality-assurance visit conducted by CReSTeD is published by CReSTeD on their website, and on the school's website, together with the assessor's overall summary comment:

*I fully recommend that More House School continues to be registered in the SPS category with CReSTeD. Teaching and learning are very sound and meeting the social and emotional needs of the pupils continues to be a high priority. The extensive mainstream curriculum and support sessions are successfully timetabled for individual needs. Staff are energetic and the pupils were seen to respond well to them. The school was recently judged as 'Outstanding' by Ofsted and it is very evident to see why when visiting. The school aims to continually move forward embracing new ideas to advance the provision for the pupils and SEND work in the wider community. A new 6th Form Centre, 'Crosslanes', was opened last year and houses an LDC drop-in support service for the sixth formers. The school runs conferences and training for local schools to help enhance the provision for SEND pupils beyond its doors. It is a popular day and boarding boys school set in the Surrey countryside with a commitment towards ensuring that the pupils achieve highly and develop as individuals.*

*CReSTeD, 2020*

## **Wellbeing**

Our focus on pupils' and employees' wellbeing and mental health has continued to drive development in our practice and provision. The start of the school year in 2019 witnessed the launch of a series of bespoke wellbeing resources, designed and published by the school's wellbeing lead, Ruth Hammond. These unique resources complemented the implementation of a re-designed wellbeing curriculum, incorporating timetabled lessons for pupils. The school also contributed to the Ultimate Wellbeing in Education Conference, arranged by the International Positive Education Network (IPEN), delivering a conference session.

In October 2019, the school's pupil Wellbeing Ambassadors planned and delivered an on-site Grandparents' Tea-party, recognising the vital role grandparents play in so many of our pupils' families. Grandparents were invited to attend an event in our Bradbury Heights room where they learned about the school and how it supports their grandchildren, and were afforded the opportunity to tour the site, hosted by their grandchildren and other pupils. This was a tremendous success.

#### **Teacher-training, staff-development and external professionals'-training**

During the 2019-20 academic year we made strong progress in the development of our programmes for teacher-training, ongoing staff-development, and the training of educational professionals external to More House School. Significant achievements include the launching of a Level 4 course accredited by the CPD Standards Office titled 'Approaches to SEN in the classroom', comprising a ten-week study programme addressing participants' understanding of SEN diagnoses and neuro-diversity, applied focus on an individual pupil, applied focus on a whole-class approach, and professional collaboration with colleagues. This course was first conducted during the autumn of 2019, with current members of the More House School staff completing the qualification. External candidates were then invited to participate in a pilot delivery of the course during the spring of 2020, realising their qualifications by Easter.

During the year, the school also supported two members of its teaching staff to complete successfully their Newly Qualified Teacher statutory induction, with oversight from the Independent Schools teacher induction panel (ISTip). Another member of the school's staff completed her Qualified Teacher Learning and Skills (QTLS) status and a further member of the teaching team was awarded Advanced Teacher Status (ATS), conferred by the Education and Training Foundation (ETF) following a programme of study and evidencing of skill, knowledge and experience. The school also supported a member of the teaching staff to complete his studies for a Master of Arts degree (MA) in the field of special educational needs.

The school continued to operate a comprehensive induction and training programme for all new employees, with special focus areas for those whose roles are involved in the delivery of teaching, therapy, classroom or teaching department support, or the residential provision.

The school's provision of free-of-charge training for external educational professionals continued through the 2019-20 year with the delivery of the Spotlight Training seminars programme, accessed by a range of school professionals, representing both the independent and the state-maintained sectors locally and further afield, from primary, secondary and further-education settings.

The school delivered specialist training to a breadth of educational professionals at the Independent Schools Association annual SEND conference 2020, hosted at More House School, focusing on the importance of language and the support of neuro-diverse pupils in mainstream classrooms. More House School was also involved in organising and delivering the National SEND Conference for the independent schools' sector, in association with the Independent Schools Council (ISC), hosted in central London in autumn 2019.

#### **COVID-19 response**

The impact of the COVID-19 pandemic affected the provision of education nationally, with schools' activities influenced by the national implementation in March 2020 of restrictive measures nearly unimaginable only a few months earlier. More House School's response proved to be effective, and was primarily influenced by a thorough understanding of government and associated instruction and guidance, and by the school's development of a comprehensive COVID-19 Risk Assessment and Management Plan (RAMP), updated in response to the rapidly-developing situation.

From the final week of the Lent (spring) term, a majority of the school's pupils accessed their education remotely from home, with pupils' full curriculum being transferred to a remote-learning platform, *Microsoft Teams*. The school benefitted from strong foundations laid in advance in respect of the teaching and learning operations and use of online working methods, such that the transference in an extraordinarily short time-frame to comprehensive remote-delivery was achieved very smoothly and effectively. During the Easter holiday period, all parents were contacted by the school, and invited to provide feedback on the school's remote learning and pastoral provisions. The response from parents was strong and very positive, and yielded valuable feedback which informed planned development of the online provision arrangements.

In accordance with government expectations, the school remained open throughout the period of national lockdown, providing on-site teaching and care for children identified as especially vulnerable, and those of parents whose roles were deemed critical to the country's COVID-19 response. It was especially pleasing that, with only a week's notice, the school provided a comprehensive holiday-care provision throughout the Easter holidays and the May half-term for the children of critical workers. The selfless generosity of staff-members and senior leaders in realising this response is recognised and celebrated by the school's governors.

Despite the national lockdown, the school developed creative and highly effective approaches to enable the continuity of functions important for pupils' development and for the continuity of the business. Such approaches included the transference to an online, interactive platform of events supporting senior-school pupils to select their non-core Year Nine, and GCSE options, courses; they also included the design of online solutions to ensure the continuity of the school's essential pupil-admissions processes, and the development of our staff and external-professional training programmes to enable effective remote-learning and completion.

Pupils in Year Ten were afforded face-to-face support when restrictions were lightened, and we were delighted to welcome back to site our junior years pupils for the remaining final weeks of the Trinity (summer) term, whilst ensuring the continued quality of the remote-provision for all other pupils. Senior pupils completing accredited qualifications were awarded Centre Assessed Grades (CAGs) that had been subject to rigorous internal regulation and moderation processes, meeting the requirements of guidance issued by the Office of Qualifications and Examinations Regulation (Ofqual). For Upper Sixth students, those grades were then affected by a national moderating algorithm before this external process was scrapped in response to public outcry shortly following A Level results-publication day. Schools' unaltered CAGs were adopted by Ofqual as representing candidates' final awarded grades.

#### **Other achievements**

In November 2019, the senior school delivered an exceptional production of the musical *Guys and Dolls* in our Simkins Centre for the Performing Arts. As previously, this was a collaborative production, with girls from local schools also featuring in the cast. It was especially exciting that elderly care-home residents who are supported by More House School pupils through the pen-pals letter-writing scheme, were provided with complimentary seats for a performance.

In February 2020, a new Drum Studio facility was opened by old boy Ned Forster. The Steve Forster Studio, named in memory of Ned's father who tragically died unexpectedly during Ned's final months in the school's Sixth Form, affords purpose-built accommodation for the teaching and practising of kit-drumming – an instrument studied by a large number of More House School pupils.

Other achievements through the year included the design of new structure for the school's Core Leadership Group, and wider Senior Management Team pastoral focus, for September 2020 implementation, approved by the Board of Governors. The strategic review started in the previous year was completed during the year to 31<sup>st</sup> August 2020, and identified outreach and the provision of training for external professionals as a growth priority for the 2020-21 academic year, building on the significant progress made in this area over the past two years. We also conducted a review of the arrangements for delivering the school's I.T. support services, leading to the recruitment of a new Head of I.T. Services, due to take up the new post in late September 2020. The governors' Finance and Leadership Committee (FLC) reviewed its terms of reference which were approved by the full board of trustees, the terms of reference for the other standing committees (Teaching, Learning and Assessment Committee and Welfare Committee) are due for review and re-adoption in the first part of the new academic year.

### **School and Community**

More House School continued to provide an essential resource to the local and wider community. The School confirms that it has had regard to the Charity Commission's guidance on Public Benefit. Through the year ended 31<sup>st</sup> August 2020 more than 485 pupils were educated by the school. Those pupils came from a wide breadth of social backgrounds and from a wide geographical area. Approximately half of the parents made no financial contribution to their sons' educations, since those placements were funded by local authorities – more than thirty separate local authorities. The school afforded discounts to local authorities funding places in the school dependent on the total number of pupils funded by each authority. Nearly half of pupils in the school were funded privately, and approximately a fifth of pupils received bursaries. Sixth Form students are provided bursaries relevant to the time spent in the school prior to entering the Sixth Form, and this support is afforded to privately funding families and to local authorities alike.

Although the majority of the school's income was from public money, through fees associated with placements of pupils who are the subject of Education, Health and Care plans, the school was able to support a small number of families experiencing financial hardship, through the provision of exceptional bursaries or deferment of payment schemes, according to the school's means-testing process, and funded by income not derived from local authority payments.

In addition, due to careful management and the support of the government's Coronavirus Job Retention Scheme, the school was able to support families funding school fees through private means, with moderate fee-discounts during the period of national lockdown, taking effect only on the Trinity (summer) term's invoicing. This equated to an 80% discount on the residential element of the term's fee, and a 25% discount on the day fee. Government instructions provided that local authorities' funding from central government in relation to education would remain unaffected, and that fee arrangements between local government and educational providers should not be altered in response to the COVID-19 restrictions.

During the 2019-20 academic year, the school continued to support other educational professionals and their students far beyond the school's gates, through the provision of free-of-charge, specialist SEND training. This was delivered through the well-established Spotlight Training seminar series, and through the free pilot of the school's new 'Approaches to SEN in the Classroom' Level 4 ten-week course, accredited by the CPD Standards Office (part of the Professional Development Consortium). We also continued to provide informal consultancy and advice for many individual teachers, other educational professionals, parents and schools throughout the year.

In 2020, More House School hosted the Independent Schools Association SEND Conference, and delivered training to a large number of conference delegates.

Additionally, More House School staff support a variety of other schools and charitable trusts by sharing their expertise directly through serving on committees and boards. These include several state-maintained and non-maintained school governorships and independent school governorships, serving on the CReSTeD pre-registration committee, serving on the independent schools' sector's Cross-Association SEND Committee, serving as a trustee and director of the Independent Schools Association, trusteeship of the Helen Arkell Dyslexia Charity, and Safeguarding Officer for children's sports clubs, and for the Guildford Diocesan Guild of Church Bell-ringers. The headmaster also provided expertise free of charge as part of a specially-convened panel addressing parents' questions relating to special educational needs provision at the Independent Schools Show in November 2019.

More House School continues to support the development of SEND understanding and best-practice in the independent schools' sector through the delivery of training courses for school professionals and leadership boards across the country on behalf of the Independent Schools' Association, including the training of school Special Educational Needs and Disabilities Coordinators (SENDCos).

More House School has continued to support trainee Speech and Language Therapists from the University of Reading through the provision of professional experience placements. It also provided free consultancy for the Helen Arkell Dyslexia Charity relating to the relevance of developmental language skills for children and adults with recognised literacy difficulties.

During the year, More House School pupils and staff participated in a multitude of fundraising activities on behalf of other charities and projects. These included an incredible jazz concert at local venue, The Farnham Maltings, raising money for the Phyllis Tuckwell Hospice, a Christmas concert in St Andrew's parish church, Farnham, in aid of the bell-tower restoration appeal, and a Christmas Jumper fundraiser for Naomi House children's hospice. Over the course of the year, pupils donated nearly £4,000 to local, national and international charities, including Macmillan, Unlimbited and the school's charitable projects on behalf of disadvantaged children and families in rural Tanzania which include resourcing educational access for children, and vital health care.

More House School pupils continued to support elderly and vulnerable people within the local area through the Pen Pals letter-writing scheme, coordinated by the school's Learning Development Centre Literacy department staff. Many individual residents of local residential care-homes are now supported through the scheme.

The school has continued to support the local community, and especially youth groups, through the provision of specialist facilities and accommodation free of charge. During the 2019-20 academic year this included providing free access for Churt Juniors Football Club, a local church youth-group, Farnham Youth Choir and Suzuki music groups.

## Strategic report

The average number of pupils on roll during the year was 485, realising a substantial increase compared with the previous academic year's average of 472, and continuing an upward trend of previous years. Of those 485 pupils' placements, 253 were funded publicly, by more than thirty different local authorities, for pupils in receipt of an Education, Health and Care Plan.

Following the March 2019 integrated education and social care joint inspections by the Office for Standards in Education, the school's provision at the start of the 2019-20 academic year was graded Outstanding in every reporting area. Under normal circumstances, such a full inspection is due once every three years. However, due to the Department for Education's classification of the school as a 'Residential Special School', the school's provision for weekly and termly boarders is subject to annual inspection by Ofsted's Social Care department. This annual inspection took place in January 2020, realising the following judgements:

<i>Overall experiences and progress of children and young people, taking into account</i>	<i>outstanding</i>
---	--------------------

<i>How well children and young people are helped and protected</i>	<i>outstanding</i>
--	--------------------

<i>The effectiveness of leaders and managers</i>	<i>outstanding</i>
--	--------------------

*The residential special school provides highly effective services that consistently exceed the standards of good. The actions of the school contribute to significantly improved outcomes and positive experiences for children and young people.*

*Ofsted 2020*

No requirements of the National Minimum Standards for Residential Special Schools were found to be unmet.

The school is approved by the Council for the Registration of Schools Teaching Dyslexic pupils (CReSTeD), under their Specialist Provision category. The three-yearly quality-assurance visit as part of the re-accreditation process fell in February 2020, resulting in the school's re-accreditation for the coming three years, and realising some extremely encouraging comments from the visiting CReSTeD consultant.

Managing the health and safety arrangements for employees, pupils and visitors to the school site remains a high priority. During the year to 31<sup>st</sup> August 2020 a comprehensive, external audit of the school's security arrangements was conducted, yielding a detailed report that was then used to inform development planning. Full external audits of the fire risk-management arrangements were also commissioned, resulting in myriad minor improvements being integrated with the school's ongoing maintenance programme. During the year, the school appointed an Estates Manager from amongst its current workforce; a new role with responsibility for planning for, and managing, the everyday maintenance and strategic development of the school's site and facilities. A residential site officer was also appointed from within the current workforce, providing out-of-hours emergency response and security presence on-site, supported with the staff-residential accommodation located next to the Crosslanes Sixth Form centre.

The challenges prompted by the COVID-19 pandemic realised temporary alteration in the normal delivery of the school's services to its pupils, in line with government directives, but the school responded robustly, developing a comprehensive COVID-19 Risk Assessment and Risk Management Plan (RAMP) that ensured continuity in the delivery of a comprehensive and effective online educational, therapeutic and pastoral provision, complemented by on-site provision for qualifying vulnerable children and those of critical workers. The school even remained open though the Easter holidays and the May half-term in order to provide care for children of workers critical to the national COVID-19 response.

Although the residential provision closed during this period of national lockdown, all other essential school operations continued to function, albeit subject to creative problem-solving. The integrity of the school's comprehensive pupil-admissions assessment processes was retained, and the rates of initial enquiries, and acceptances of offered places remained very strong, realising a very healthy roll for the start of the September 2020 academic year.

Student outcomes in respect of accredited courses at Level 2 (GCSE and equivalent) and at Level 3 (A Level and equivalent) remained exceptionally strong, and a majority of Sixth Form leavers were supported to transitions to university. Others' plans included apprenticeships, other Level 3 studies, and planned gap-years prior to onward progression.

The development of the school's internal Human Resources department was a focus through the year, and resulted in additional staffing resource and improved processes for supporting employees and management functions. A review of the arrangements for delivering the I.T. support services led to the design of a new, senior management role, and the recruitment of a new Head of I.T. Services, to start in September 2020.

A new marketing campaign focused on the school's opportunities for boarding pupils was designed in August 2020 for implementation in the coming academic year.

Essential maintenance to the roof of the Crosslanes Sixth Form centre was planned and carried out during the July and August 2020 period.

A strategic review of the school's development opportunities, conducted by the charity's trustees, was completed during the year, and identified a priority in the further development and expansion of the school's provision of training for educational professionals both part of, and external to, More House School. The governors ended the year in the process of conducting a review of the terms of reference for each of the governors' standing committees.

## **Future plans**

The key areas of focus for strategic management and development planning for the year ahead and beyond comprise:

- COVID-19 management and maintaining the quality of provision and ongoing success of the organisation;
- effective, continuous evaluation and strategic-development planning addressing strengths and opportunities;
- development and expansion of the school's teacher-training, ongoing staff-development, and provision of training for external (non-More House School) educational professionals;
- investment in the I.T. network and resources to provide resilience and support strategic aims;
- capital development of the site and facilities in response to identified need;
- development of the marketing arrangements for boarding placements;
- zero-based risk-register review;
- external audit of the school's governance arrangements to ensure effective and best practice.

### **COVID-19 management**

The governors recognise the challenges posed by the pandemic are likely to affect school operations and provision for pupils throughout the coming academic year and beyond. The manner in which the school's management and leadership meet these challenges, with appropriate challenge and support from the school's governing body, is integral to the success of the school in realising the best experience for pupils, employees and their respective families, and in ensuring the strength of the organisation for the future. The governors intend to continue their practice of convening regularly a COVID-19 committee to work closely with the school's headmaster and bursar, until such a time as this arrangement is deemed no longer necessary. Those meetings, initiated in March 2020 in response to the first lockdown routinely examine the school's position in terms of operations, financial position, and human resources.

### **Evaluation and development-planning**

The governors identify the operation of continuous, rigorous and objective self-evaluation and strategic development-planning as an essential element of the school's continued success in realising its ambition as a centre of excellence in all aspects of its work, and as a world leader in the education and support of intelligent pupils with Specific Learning Difficulties, Developmental Language Disorders and associated conditions, transforming such children's futures by empowering them.

Embedded processes of departmental evaluation and development-planning feed into whole-school arrangements for identifying strengths, weaknesses and opportunities, ensuring effective evaluation. During the coming academic year 2020-21 the school's strategic development plan will be subject to comprehensive review before being adopted by the board of governors.

### **Staff and professionals' training**

Building on the success of the piloted Level 4 accredited course, for More House School staff and for external professionals, the governors are ambitious for the expansion of this provision, recognising the benefit for teachers and pupils far beyond More House School's gates at a time when the physical constraints of the school site make continued growth in pupil numbers unfeasible. It is therefore intended to widen access to this training, developing a sustainable format and expanding the offer to include other courses and associated resources. This is an exciting project which the governors recognise as yielding direct benefit to increasing numbers of children and young people, as a greater number of educational professionals improve their understanding, confidence and skill in supporting effectively neuro-diverse learners.

### **I.T. development**

With the appointment of a new Head of I.T. Services, whose role includes membership of the school's Senior Management Team, the governors intend to develop a strategic I.T. development plan addressing the organisation's needs in respect of its core purposes and planned strategic objectives. The governors plan for appropriate resourcing of such a plan, identifying the essential nature of the work in realising the school's future plans.

### **Capital development**

The nature of the school site requires ongoing commitment to the maintenance and development of the school's fabric and facilities. This ensures the school's resources support effectively the needs of pupils and the school, and address issues of ageing temporary wooden structures erected in the 1990s. The following projects are identified as likely priorities:

- provision of discrete Human Resources office space, obtained through reorganisation of the current Finance department floor-plan (expected completion 2020-21);
- creation of an all-weather multi-use games pitch (MUGA) using the Crosslanes paddock, addressing the identified lack of sufficient facilities for meeting pupils' physical education and sports development needs, including the provision of a small pavilion comprising two changing-rooms and space to support the activities of The Friends of More House School, and also including development of a new access roadway improving pedestrians' safety and the management of vehicles (expected completion 2021-22);
- re-development of the St Matthew's buildings adjacent to Main House, realising improvement to the surgery facilities, and to the teaching and prep.-room facilities for the Science department, and providing facilities for catering and estates employees (expected completion 2022);
- re-development of the St David's and I.T. Support Services block, and of the Don Bosco Mathematics department block (expected completion 2023-5);
- re-development and possible relocation of the swimming-pool, to provide indoor facility (expected completion 2026).

### **Marketing of boarding placements**

Whilst the school roll has continued to climb over past years, the school has been less successful in maintaining full-capacity in respect of residential boarding placements. It is recognised that this is reflective of national trends but the school is confident in the exceptional opportunities afforded to children and young people by the school's outstanding boarding provision. Developing the school's approach to raising awareness of the facility amongst four key stakeholder groups is therefore a priority for the coming academic year. Those identified groups are:

- SEND placement commissioners in local authorities, other educational professionals;
- other educational professionals, including Educational Psychologists, Speech & Language Therapists, Occupational Therapists, legal advocates and school placement consultants;
- independent prep. school headteachers and SENDCos; and
- parents of current More House School day pupils.

### **Risk-register**

The governors plan to conduct a zero-based review of all risks associated with the school's operations and future plans in order to ensure risks are managed proportionately and effectively, and that the charity's trustees continue to fulfil their legal obligations in respect of risk-management. This zero-based review is planned to be completed during the first half of the 2020-21 academic year.

### **Governance audit**

The board of governors plans the commissioning of an external audit of the strengths and development-opportunities of the school's governance arrangements. It is anticipated that the audit will be carried out by the Association of Governing Bodies of Independent Schools (AGBIS). This audit is expected to be completed, realising a report and recommendations, during the coming 2020-21 academic year.

The governors are also in the process of reviewing the terms of reference informing the activities and responsibilities of each of its three standing committees. This work is planned to be completed early in the 2020-21 academic year, but is likely to benefit from further scrutiny during the planned AGBIS governance-audit. The governors also expect to conduct a review of the school's governing documents, its 'Articles of Association'.

### **Risk**

The Governing Body, which recognises its statutory obligations in respect of risk management, works with the Headmaster and Bursar on an on-going basis, to keep the school's activities under review, particularly with regard to any major risks that may arise from time to time, as well as the systems and procedures established to manage them. The Headmaster and Bursar monitor the effectiveness of the system of internal controls and reports to the Governing Body in detail on an annual basis. The Governors believe the major risks identified by this process (fire, accidents & injuries, loss of income, fraud, cyber-attacks) have been mitigated to an acceptable level through the extensive and comprehensive use of risk assessments recorded in a risk register, robust internal control systems, extensive insurance cover, and other appropriate controls.

The imposition from 1<sup>st</sup> September 2019 of a 43% increase in employers' contributions to the Teachers' Pensions Scheme has highlighted the risk of ever-increasing contributions of indeterminate amount. This has led the Governors to review the risk to the School's ability to fund future development of the school, and therefore the School's membership of the scheme. The results of this review will be completed in 2021-22

With an on-going decline in boarding numbers, the viability of offering this facility in its current format is at risk, and therefore risks an adverse effect on pupil numbers and the School's finances.

With many of the School's buildings being of wooden construction, preventative maintenance for all buildings is an essential part of mitigating the risk of major repairs and reconstruction in the future, which could lead to risks to the School's ability to deliver education to the pupils at the same high level. Planned development of the site, including the redevelopment of the St Matthew's complex of building, St David's and the IT Services Support Services block and the Don Bosco Mathematics department will see further mitigation of the risks as these building are replaced. However, commitment to these projects is a risk to the school's having sufficient funds to deliver its primary purpose, the education and well-being of its pupils. This risk is mitigated by forward planning to ensure that reserves remain at the level necessary to fulfil all the school's commitments.

A review of the school's IT facilities has concluded that there is a considerable risk of failure, risking the school's ability to deliver education both on-site and remotely, and maintain its Administrative functions. This risk is being mitigated by the appointment of a professional Head of IT Services and the allocation of funds for the upgrading of the school's IT resources.

A further risk to the school's ability to provide the appropriate level of education and support is the recruitment and retention of suitably qualified staff. Therefore, the levels of remuneration offered by the maintained sector are closely monitored, as is that offered by the NHS Agenda for Change in respect of our Learning Development and Nursing staff.

As part of its strategy to contain the spread of the Covid-19 pandemic, the government required all schools in England to close to all pupils from 23<sup>rd</sup> March 2020, other than for those whose parents were Key Workers, or pupils who were vulnerable if staying at home. This put at risk the school's ability to deliver education to its pupils, thereby risking its income for the period of closure. This risk was mitigated by the introduction of a comprehensive programme of remote learning, which has been widely supported by parents. A further government-

imposed closure on 5<sup>th</sup> January 2021 put at risk the school's income for the spring term. This risk is again mitigated by the provision of a very comprehensive programme of remote learning.

## Finance review

The net income for the year comprised:

	2019-20	2018-19	Variance
Charitable Income	£8,492,625	£8,318,703	£133,626
Investments	£8,418	£10,499	-£2,081
Donations etc.	£13,990	£27,271	-£13,281
<b>Total Gross Income</b>	<b>£8,515,033</b>	<b>£8,356,473</b>	<b>£118,264</b>
Raising Funds Expenditure	£116,204	£110,001	£6,203
Charitable Expenditure	£7,628,983	£7,666,722	-£37,739
<b>Total Expenditure</b>	<b>£7,745,187</b>	<b>£7,776,723</b>	<b>-£31,536</b>
<b>Net Income</b>	<b>£769,846</b>	<b>£579,750</b>	<b>£149,800</b>

Income was £190,096 higher than the previous year reflecting the 3% increase in fees, thirteen additional pupils, participation in the government's Covid Job Retention Scheme, and discounts to private parents due to remote learning in the summer term of 25% off day fees and 80% off boarding fees. With the closure of the school in the third week of March, other than to children of key workers and those children deemed to be vulnerable, Expenditure overall was £31,536 lower than last year. The main constituents are teaching £179,400 higher, maintenance £64,600 lower, catering £110,100 lower and administration £61,500 lower. This produced the favourable net income variance of £190,096..

Investment in Fixed Assets during the year comprised:

Freehold Land & Buildings	Crosslanes	£2,134
	Kitchen	£10,255
	Handrails	£11,888
		<b>£24,277</b>
Furniture and Equipment	Drum Studio	£10,787
	Computers	£11,190
		<b>£21,977</b>
	<b>Total Additions</b>	<b>£46,254</b>

The school's lower than usual activity in investing in its facilities represents the retention of funds in preparation for the Site Development Project scheduled for 2020-21. This exciting project comprises the provision of an all-weather multi-use games area (MUGA), new pavilion and new roadway to better control traffic on site.

## Resources

The programme of improvement to buildings was paused this year, since funds were retained for the Site Development Project. Further improvement and refurbishment is contemplated in line with the school's ten-year building development plan and the school's main overall strategic development plan that addresses all aspects of the school's composition. The school's management believes it is well resourced,

but resources can go out of date quickly and need renewal regularly. Renewal is very important in the lifecycle of the school and therefore staff undergo regular training, including safeguard training, the curriculum taught at the school undergoes regular review, its technology is updated in order to keep staff and students at the leading edge of innovation and this includes updating to the newest software packages under a licenced Microsoft scheme for schools and other technologies. Boarding accommodation is maintained so as to offer a welcoming, clean and homely feeling to boarders and classrooms are resourced so as to provide an environment conducive to teaching and learning. The Governors believe the school is appropriately resourced.

## **Fundraising**

The School carries out no fundraising activities with the public and consequently has had no complaints in this respect.

## **Investment powers, policy and performance**

The income and property of the company whencesoever derived shall be applied solely towards the promotion of the charitable objects of the company as set forth in the Memorandum. To achieve this, the school aims to implement an efficient structured and effective method of working to ensure More House School finances are kept safe and secure so as they can be made readily available to service the growing needs of the school. Investment regarding capital projects are authorised by the Board of Governors in conjunction with recommendations from the Finance & Leadership Committee. More House School's Financial Policy is for progression of the school to be achieved only as funds allow without the aid of additional borrowing. Here at More House educational needs must always be the driving influence. We are always attentive to the opportunities available that will optimise the teaching our students receive and the learning potential that can be gained. Financial management will show evidence whether sufficient funds can be made available to change a suggested possibility into reality. This policy has proved its worth over the many years that More House School has been growing and adapting itself to the 'futures' environment. Using external funding for the purchase of external assets such as land and housing which could in the future be sold off without detriment to the School is permissible under this policy.

## **Reserves**

The School's policy is to generate and maintain reserves primarily to fund projects aimed at maintaining or improving the fabric and facilities of the school and dependent upon risk to which the organisation may be exposed from time to time. As a School operating 'not for profit' our reserves are kept to the lowest baseline that will ensure its continuance. Therefore, the specific level of reserves that is deemed necessary may change from year to year as determined by the Board of Governors but never less than 1.5 months' total salary costs equivalent to 8% of income. As most staff are on two/three months' notice, it is intended as funds allow to seek to maintain reserves equivalent to 3 months' total salary costs, currently £1,490,305, equivalent to 17.6% of income. At times, when larger projects are planned or underway this may mean retaining reserves from one year to be used in the subsequent year(s). Reserves must be realistic and it is recognised that they will not be able to cover every risk to the organisation, but can go some way to giving the management of the School time to undertake damage limitation and manage the prevailing conditions. The Governors require reserve funds ordinarily to be kept on deposit and thus to gain bank interest (subject to the prevailing economic environment). Generated funds at the end of each financial year are transferred into School reserves and thereafter controlled under the authorisation of the Governors.

The Governors monitor the reserves of the school by considering the availability of cash compared with the demands of the School's expenditure against the timing of its income. As with other schools our cash flow is affected by the timing of the fees and receipts from parents and LEAs. The school continues to be exposed to the weight of LEAs withholding payments in an attempt to influence/decide upon the setting of our fees as opposed to the school's Trustees and Board of Directors. This continues to be particularly disturbing both operationally and financially for the school and is therefore causing the Governors to keep greater funds in reserve due to the behaviour of some LEAs each autumn term. At the end of 31 August 2020, the School held reserves of £1,901,592. This level of reserves reflects the school's financial commitment, its preparation for the School Development Project and the contingency of three months' salary costs. The School has also designated the sum of £11,319,302 in a fixed asset fund. Restricted reserves for the exception of £2,000 were expended for the purpose for which they were given.

## Statement of Governors' responsibilities

The Governors, as directors of the charitable company, are responsible for preparing the Governors' Report and the financial statements in accordance with applicable law and regulations.

Company law requires the directors to prepare financial statements for each financial year. Under that law the directors have elected to prepare the financial statements in accordance with United Kingdom Generally Accepted Accounting Practice (United Kingdom Accounting Standards and applicable law). Under company law the directors must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the company and of the profit or loss of the company for that period. In preparing these financial statements, the directors are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the company will continue in business.

The directors are responsible for keeping adequate accounting records that are sufficient to show and explain the company's transactions and disclose with reasonable accuracy at any time the financial position of the company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

So far as each of the directors is aware at the time the report is approved:

there is no relevant audit information of which the company's auditors are unaware; and  
the directors have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditors are aware of that information.

## AUDITORS

A resolution proposing the re-appointment of Haysmacintyre LLP as auditors to the company will be put to the annual general meeting.

In approving this Governors' Report, the Governors are also approving the Strategic Report included here in their capacity as Company Directors.

Approved by the Board of Directors at its meeting on 11<sup>th</sup> March 2021 and signed on its behalf by:

*Sean Collins*

---

Governor

Sean Collins (Chairman)

## INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL

---

### Opinion

We have audited the financial statements of More House School, The Gard'ner Memorial Limited for the year ended 31 August 2020 which comprise the Statement of Financial Activities, Balance Sheet, Statement of Cash Flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 *The Financial Reporting Standard applicable in the UK and Republic of Ireland* (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 August 2020 and of the charitable company's net movement in funds, including the income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006.

### Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### Responsibilities of governors for the financial statements

As explained more fully in the governors' responsibilities statement set out on page 20, the governors (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the governors determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the governors are responsible for assessing the charitable company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the governors either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

## **INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL (continued)**

### **Auditor's responsibilities for the audit of the financial statements**

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: [www.frc.org.uk/auditorsresponsibilities](http://www.frc.org.uk/auditorsresponsibilities). This description forms part of our auditor's report.

### **Conclusions relating to going concern**

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- the governors' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the governors have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the charitable company's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

### **Other information**

The governors are responsible for the other information. The other information comprises the information included in the Governors' Annual Report and the Report of the Chair of Trustees. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

## INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL (continued)

### Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- the information given in the Governors' Annual Report (which incorporates the strategic report and the directors' report) for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the Governors' Annual Report (which incorporates the strategic report and the directors' report) has been prepared in accordance with applicable legal requirements.

### Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Governors' Annual Report (which incorporates the strategic report and the directors' report).

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept by the charitable company; or
- the charitable company financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of governors' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

### Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an Auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.



*Kathryn Burton (Senior statutory auditor)  
for and on behalf of Haysmacintyre LLP, Statutory Auditor*

Date: **12th April 2021**

*10 Queen Street Place  
London  
EC4R 1AG*

**STATEMENT OF FINANCIAL ACTIVITIES  
FOR THE YEAR ENDED 31 AUGUST 2020**

		Unrestricted Funds £	Restricted Funds £	Total 2020 £	Total 2019 £
INCOME FROM:	Notes				
<b>Charitable activities:</b>					
- School fees receivable	1	8,195,514	-	8,195,514	8,159,762
- Other school income	2	297,111	-	297,111	158,941
<b>Investments – interest</b>		8,418	-	8,418	10,499
<b>Voluntary sources:</b>					
- Appeal and other donations		13,990	-	13,990	27,271
		<u>8,515,033</u>	<u>-</u>	<u>8,515,033</u>	<u>8,356,473</u>
<b>EXPENDITURE ON:</b>					
<b>Raising funds:</b>					
- Fundraising and development		19,602	-	19,602	19,875
- Finance and other costs		96,602	-	96,602	90,126
		<u>116,204</u>	<u>-</u>	<u>116,204</u>	<u>110,001</u>
<b>Charitable Expenditure:</b>					
School operating costs					
- Teaching costs		4,764,886	-	4,764,886	4,640,237
- Boarding and catering		1,190,689	-	1,190,689	1,266,322
- Premises		966,972	-	966,972	1,031,231
- Support and governance costs		706,436	-	706,436	728,932
Total expenditure	3	<u>7,745,187</u>	<u>-</u>	<u>7,745,187</u>	<u>7,776,723</u>
<b>Net Income/net movement in funds</b>		769,846	-	769,846	579,750
<b>RECONCILIATION OF FUNDS</b>					
<b>Total funds brought forward</b>		12,451,048	2,000	12,453,048	11,873,298
<b>Total funds carried forward</b>	12	<u>£13,220,894</u>	<u>£2,000</u>	<u>£13,222,894</u>	<u>£12,453,048</u>
		=====	=====	=====	=====

A summary Income and Expenditure account has not been prepared as this information is given above. The results above are in respect of continuing activities.

The notes on pages 27 to 40 form part of these financial statements.

# BALANCE SHEET

AS AT 31 AUGUST 2020

COMPANY NUMBER 523768

		2020	2019
	Notes	£	£
<b>FIXED ASSETS</b>	5	13,270,044	13,600,894
<b>CURRENT ASSETS</b>			
Debtors	6	76,150	20,462
Cash at bank and in hand		3,063,911	1,578,228
		<hr/>	<hr/>
		3,140,061	1,598,690
<b>CREDITORS: Amounts falling due within one year</b>			
Fees in advance		(683,616)	(261,469)
Other creditors	7	(657,795)	(507,930)
		<hr/>	<hr/>
		(1,341,411)	(769,399)
<b>NET CURRENT ASSETS</b>		1,798,650	829,291
		<hr/>	<hr/>
<b>TOTAL ASSETS LESS CURRENT LIABILITIES</b>		15,068,694	14,430,185
<b>CREDITORS: amounts falling due after more than one year</b>	8	(1,845,800)	(1,977,137)
		<hr/>	<hr/>
<b>TOTAL NET ASSETS</b>		£13,222,894	£12,453,048
		=====	=====
<b>FUNDS:</b>			
<b>UNRESTRICTED FUNDS</b>	12		
– GENERAL		1,901,592	2,295,812
– DESIGNATED		11,319,302	10,155,236
<b>RESTRICTED FUNDS</b>	12	2,000	2,000
		<hr/>	<hr/>
<b>TOTAL</b>		£13,222,894	£12,453,048
		=====	=====

The financial statements were approved and authorised for issue by the Board of Directors on 11<sup>th</sup> March 2021 and were signed below on its behalf by:

*Sean Collins*

*John Stares*

Sean Collins (Chairman)

John Stares (Deputy Chairman)

The notes on pages 27 to 40 form part of these financial statements.

**STATEMENT OF CASH FLOWS**  
**FOR THE YEAR ENDED 31 AUGUST 2020**

	2020		2019	
	£	£	£	£
<b>Cash flows from operating activities:</b>				
<i>Net cash provided by operating activities (Note 18)</i>		1,635,094		(161,410)
		<hr/>		<hr/>
<b>Cash flows from investing activities:</b>				
Interest from investments	8,418		10,499	
Purchase of tangible fixed assets	(46,254)		(516,137)	
	<hr/>		<hr/>	
<i>Net cash used in investing activities</i>		(37,836)		(505,638)
		<hr/>		<hr/>
<b>Cash flows from financing activities:</b>				
Repayment of loan	(111,576)		(107,682)	
	<hr/>		<hr/>	
<i>Net cash used in financing activities</i>		(111,576)		(107,682)
		<hr/>		<hr/>
Change in cash and cash equivalents in the year		1,485,682		(774,730)
Cash and cash equivalents at the start of the year		1,578,228		2,352,958
		<hr/>		<hr/>
Cash and cash equivalents at the end of the year		£3,063,911		£1,578,228
		=====		=====

**ANALYSIS OF CHANGES IN NET DEBT**

	At 1 September 2019	Cash flows	Other non-cash changes	At 31 August 2020
	£	£	£	£
Cash and bank	1,578,228	1,485,683	-	3,063,911
	=====	=====	=====	=====

The notes on pages 27 to 40 form part of these financial statements.

## ACCOUNTING POLICIES

### FOR THE YEAR ENDED 31 AUGUST 2020

---

#### a) Basis of Accounting

The financial statements have been prepared in accordance with the Statement of Recommended Practice for Charities (SORP 2015) (Second Edition, effective 1 January 2019, the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

The Gard'ner Memorial Limited More House School meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

#### b) Preparation of the accounts on a going concern basis

Having assessed the school's financial position and plans for the foreseeable future, the risks to which the School is exposed including the ongoing impact of the Covid-19 pandemic and the detailed cash projections and budgets to August 2022, the Governors are satisfied it remains appropriate to prepare the accounts on a going concern basis. There are no material uncertainties regarding the School's going concern status.

#### c) Critical accounting judgements and key sources of estimation uncertainty

In the application of the accounting policies, Governors are required to make judgement, estimates, and assumptions about the carrying value of assets and liabilities that are not readily apparent from other sources. The estimates and underlying assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period, or in the period of the revision and future periods if the revision affected current and future periods.

In the view of the governors, no assumptions concerning the future or estimation uncertainty affecting assets or liabilities at the balance sheet date are likely to result in a material adjustment to their carrying amounts in the next financial year.

## ACCOUNTING POLICIES (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2020

---

#### d) **Income recognition**

All income is recognised once the School has entitlement to the income, it is probable that the income will be received and the amount of income can be measured reliably.

Fees receivable and charges for services and use of the premises, less any allowances, scholarships, bursaries granted by the School against those fees, but including contributions received from restricted funds, are accounted for in the period in which the service is provided.

Voluntary incoming resources are accounted for as and when entitlement arises, the amount can be reliably quantified and the economic benefit to the School is considered probable. Voluntary income for the School's general purposes is accounted for as unrestricted and is credited to the General Reserve. Where the donor or an appeal has imposed trust law restrictions, donation income is credited to the relevant restricted fund and incoming endowments are accounted for as permanent trust capital or expendable trust capital, according to whether the donor intends retention is to be permanent or not.

Investment income from bank balances and fixed interest securities is accounted for on an accruals basis.

#### e) **Government grants**

Government grant income represents the total amount claimed from HM Revenue and Customs under the Coronavirus Job Retention Scheme (CJRS). The income is accounted for in the period in which the associated salary payments are made to furloughed staff.

#### f) **Expenditure**

Expenditure is accrued as soon as a liability is considered probable, discounted to present value for longer-term liabilities. Expenditure attributable to more than one cost category in the SoFA is apportioned to them on the basis of the estimated amount attributable to each activity in the year, either by reference to staff time or the use made of the underlying assets, as appropriate. Governance costs comprise the costs of complying with constitutional and statutory requirements. Irrecoverable VAT is included with the item of expenditure to which it relates.

#### g) **Fixed Assets**

All fixed assets are stated at cost less depreciation. Expenditure on fixed assets is capitalised where the cost (or the value if donated) is in excess of £5,000.

Depreciation is provided to write off the cost of fixed assets, other than freehold land, using the following methods:

Freehold buildings - 50 years

**ACCOUNTING POLICIES (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2020**

---

Furniture and equipment	- 10 years
Computer equipment	- 4 years
Motor vehicles	- 5 years
Leased assets	- Over the life of the lease

**h) Hire Purchase and Finance leases**

Assets obtained under hire purchase and finance leases are capitalised as tangible fixed assets. These assets are depreciated over the shorter of the lease term and their useful lives. Finance leases are those where substantially all of the benefits and risks of ownership are assumed by the company. Obligations under such agreements are included in creditors net of the finance charges allocated to future periods. The finance element of the rental payment is charged to the Statement of Financial Activities so as to produce a constant periodic rate of charge on the net obligations outstanding in each period.

**i) Pensions**

Retirement benefits to employees of the School are provided through two pension schemes, one defined benefit and one defined contribution. The pension costs charged in the Statement of Financial Activities are determined as follows:

The Teachers' Pension Scheme - this scheme is a multi-employer pension scheme. It is not possible to identify the College's share of the underlying assets and liabilities of the Teachers' Pension Scheme on a consistent and reasonable basis and therefore, as required by FRS102, accounts for the scheme as if it were a defined contribution scheme. The School's contributions, which are in accordance with the recommendations of the Government Actuary, are charged in the period in which the salaries to which they relate are payable.

Personal Pension Plan - this is a defined contribution group personal pension plan with Prudential or NEST. Employer's pensions costs are charged in the period in which the salaries to which they relate are payable.

**j) Funds**

The different funds are defined as follows:

Restricted funds are those funds which are to be used in accordance with specific instructions imposed by the donor or trust deed.

**ACCOUNTING POLICIES (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2020**

---

Unrestricted funds are those funds available to the School for its general purposes. It is the policy of the governors to retain in unrestricted funds, amounts which in their judgement, can help to mitigate the short-term effects of income volatility and retain funds to generate sufficient income to meet current and future operational activities of the School.

**k) Debtors**

Fee and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

**l) Cash at bank and in hand**

Cash at bank and in hand includes bank accounts, cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

**m) Creditors and provisions**

Creditors and provisions are recognised where the School has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

**NOTES TO THE ACCOUNTS**  
**FOR THE YEAR ENDED 31 AUGUST 2020**

<b>1. FEES RECEIVABLE</b>			<b>2020</b>	<b>2019</b>
			<b>£</b>	<b>£</b>
Fees receivable consist of:				
School fees			9,226,896	8,954,842
Less: bursaries, grants and allowances			(1,031,382)	(795,080)
			<u>£8,195,514</u>	<u>£8,159,762</u>
			=====	=====
<b>2. CHARITABLE ACTIVITIES – OTHER INCOME</b>			<b>2020</b>	<b>2019</b>
			<b>£</b>	<b>£</b>
Extras and other educational income			31,901	96,421
Registration fees			17,500	18,250
Government grants – job retention scheme			246,475	-
Sundry income			1,235	44,270
			<u>£297,111</u>	<u>£158,941</u>
			=====	=====
<b>3. ANALYSIS OF TOTAL EXPENDITURE -2020</b>			<b>Total</b>	<b>Total</b>
	<b>Staff costs</b>	<b>Other</b>	<b>2020</b>	<b>2019</b>
	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>
<b>Raising funds:</b>				
Fundraising and development	-	19,602	-	19,602
Finance costs	-	96,602	-	96,602
<b>Charitable Activities:</b>				
School operating costs:				
Teaching	4,432,668	332,218	-	4,764,886
Boarding and catering	849,621	327,734	-	1,177,355
Premises	139,706	463,497	377,103	980,306
Support and governance	432,262	274,174	-	706,436
	<u>£5,854,257</u>	<u>£1,527,161</u>	<u>£377,103</u>	<u>£7,745,187</u>
	=====	=====	=====	=====

## NOTES TO THE ACCOUNTS

### FOR THE YEAR ENDED 31 AUGUST 2020

#### ANALYSIS OF TOTAL EXPENDITURE – 2019

	Staff costs	Other	Depreciation	Total 2019
	£	£	£	£
<b>Raising funds:</b>				
Fundraising and development	-	19,875	-	19,875
Finance costs	-	90,125	-	90,125
<b>Charitable Activities:</b>				
School operating costs:				
Teaching	4,102,060	538,177	-	4,640,237
Boarding and catering	840,179	426,143	-	1,266,322
Premises	115,831	556,107	359,383	1,031,231
Support and governance	470,885	258,047	-	728,932
	<u>£5,528,955</u>	<u>£1,888,384</u>	<u>£359,383</u>	<u>£7,776,722</u>
	=====	=====	=====	=====

Support and governance costs all relate to the direct operating costs of the school and principally comprise the following:

	2020 £	2019 £
Administrative staff costs	432,263	400,000
Termination Settlement	-	70,885
Office running costs	64,393	66,100
Professional fees	70,647	38,129
Travel	3,333	5,965
Other	123,800	136,801
Governance costs	12,000	11,052
	<u>£706,436</u>	<u>£728,932</u>
	=====	=====
Expenditure includes:		
Auditors remuneration: Audit	12,000	11,052
Operating lease payments – plant, machinery and minibuses	33,159	33,125
Interest payable on finance leases	-	-
	=====	=====

## NOTES TO THE ACCOUNTS

### FOR THE YEAR ENDED 31 AUGUST 2020

4. STAFF COSTS:	2020	2019
	£	£
Salaries and wages	4,750,942	4,635,481
Social security costs	448,517	427,345
Pension contributions	645,883	459,652
Apprentice Levy	8,915	6,477
	<hr/>	<hr/>
	£5,584,257	£5,528,955
	=====	=====

The average number of employees during the year was made up as follows:

	2020	2019
Teaching	120	115
Other	53	51
	<hr/>	<hr/>
	173	166
	=====	=====

The number of staff on a full time equivalent basis was as follows:

Teaching – full-time	79	75
Teaching – part-time	23	26
	<hr/>	<hr/>
	102	101
Other – full-time	31	37
Other – part-time	13	14
	<hr/>	<hr/>
	44	51
	<hr/>	<hr/>
Total full-time equivalent employees	146	152
	=====	=====

The governors or persons connected with them received remuneration or other benefits from the school of £765 (2019 – nil).

**NOTES TO THE ACCOUNTS (Continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2020**

The company is a registered charity and therefore not liable to taxation on its charitable income or capital gains. During the year there was one higher paid employee earning between £60,000-£70,000; one between £70,000-£80,000; and one between £100,000-£110,000 (2019: one between £90,000-£100,000 and one between £150,000-£160,000). The school made employer's pension contributions of £37,319 (2019: £29,525) on behalf of the higher paid employees.

The higher banding in 2019 is a result of a settlement made to a member of staff within the year. Termination and redundancy related payments totalled £70,885.

Staff benefits paid to key management personnel amounted to £ 543,435 (2019 - £553,979).

5. FIXED ASSETS	Freehold Land	Freehold Buildings	Furniture & Equipment	Motor Vehicles	Total
	£	£	£	£	£
<b>COST</b>					
As at 1 September 2019	1,321,036	15,042,233	951,016	83,023	17,397,308
Additions	-	24,277	21,977	-	46,254
Disposals	-	-	-	-	-
As at 31 August 2020	1,321,036	15,066,510	972,993	83,023	17,443,562
<b>DEPRECIATION</b>					
As at 1 September 2019	-	2,949,044	770,675	76,696	3,796,415
Charge for year	-	302,619	72,457	2,027	377,103
Disposals	-	-	-	-	-
As at 31 August 2020	-	3,251,663	843,132	78,723	4,173,518
<b>NET BOOK VALUE</b>					
At 31 August 2020	£1,321,036	£11,814,847	£129,861	£4,300	£13,270,044
	=====	=====	=====	=====	=====
At 31 August 2019	£1,321,036	£12,093,191	£180,342	£6,326	£13,600,894
	=====	=====	=====	=====	=====

The net book value of assets held under finance lease and hire purchase agreements at 31 August 2020 was £26,333 (2019: £40,000). These assets are all operational.

**NOTES TO THE ACCOUNTS (Continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2020**

<b>6. DEBTORS</b>	<b>2020</b>	<b>2019</b>
	<b>£</b>	<b>£</b>
Fee debtors	22,378	-
Sundry debtors	50,296	18,003
Prepayments	3,476	2,459
	<hr/>	<hr/>
	£76,150	£20,462
	=====	=====
<b>7. OTHER CREDITORS: amounts falling due within one year</b>	<b>2020</b>	<b>2019</b>
	<b>£</b>	<b>£</b>
Trade creditors	87,519	39,032
Social security and other taxes	111,603	108,686
Other creditors	309,528	223,979
Accruals	17,537	11,052
Bank loan (see note 9 below)	118,275	111,848
Obligations under finance leases (see below)	13,333	13,333
	<hr/>	<hr/>
	£657,795	£507,930
	=====	=====
<b>8. CREDITORS: amounts falling due after one year</b>	<b>2020</b>	<b>2019</b>
	<b>£</b>	<b>£</b>
Bank loan (see note 9 below)	1,832,467	1,950,470
Obligations under finance leases	13,333	26,667
	<hr/>	<hr/>
	£1,845,800	£1,977,137
	=====	=====

**NOTES TO THE ACCOUNTS (Continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2020**

<b>9. BANK LOANS</b>	<b>2020</b>	<b>2019</b>
	<b>£</b>	<b>£</b>
Bank loans are payable as follows:		
Within one year	118,275	111,848
Within one to two years	121,965	111,205
Between two and five years	543,668	544,311
After five years	1,166,829	1,402,636
	<hr/>	<hr/>
	£1,950,737	£2,170,000
	=====	=====

The above loan consists of two elements – a fixed rate part at an interest rate of 4.15% and a variable part at 2.75% above base rate. The initial agreement runs until 2023 when it is expected to be renewed. The loans are secured on the school's assets.

<b>10. FINANCE LEASES</b>	<b>2020</b>	<b>2019</b>
	<b>£</b>	<b>£</b>
The total future minimum lease payments were as follows:		
Due within one year	13,333	13,333
Obligations under finance leases	13,334	26,667
	<hr/>	<hr/>
	£26,667	£40,000
	=====	=====

**11. MEMBERS GUARANTEE**

The Gard'ner Memorial Limited is a company limited by guarantee. There is therefore no share capital. At 31 August 2020 there were nine members of the company, who were also the Trustees. Each member guarantees to contribute 5p in the event of the company being wound up.

**NOTES TO THE ACCOUNTS (Continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2020**

12.	MOVEMENT IN FUNDS - 2020	Balance at 1 September 2019 £	Income £	Expenditure £	Transfers £	Balance at 31 August 2020 £
	Unrestricted					
	- General Fund	2,295,812	8,515,033	(7,745,187)	(1,164,066)	1,901,592
	- Designated Fund	10,155,236	-	-	1,164,066	11,319,302
	Restricted					
	- Appeal Fund	2,000	-	-	-	2,000
		£12,453,048	£8,515,033	£(7,745,187)	-	£13,222,894
		=====	=====	=====	=====	=====

Donations and other income relating to the School Appeal were added to the restricted fund and used to mark the 75<sup>th</sup> Anniversary of the School by raising funds for a new Library and Media Centre. Any unspent income from the Appeal remains as restricted funds to be used in subsequent years. The designated fund represents amounts tied up in fixed assets less mortgage loans in respect of those assets.

	MOVEMENT IN FUNDS - 2019	Balance at 1 September 2018 £	Income £	Expenditure £	Transfers £	Balance at 31 August 2019 £
	Unrestricted					
	- General Fund	2,295,812	8,474,737	7,745,187	-	3,025,362
	- Designated Fund	10,155,236	-	-	-	10,155,236
	Restricted					
	- Appeal Fund	2,000	-	-	-	2,000
		£12,453,048	£8,474,737	£7,745,187	£-	£13,182,598
		=====	=====	=====	=====	=====

**NOTES TO THE ACCOUNTS (Continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2020**

**13. ANALYSIS OF NET ASSETS BETWEEN FUNDS – 2020**

	Fixed Assets £	Net Current Assets £	Long Term Liabilities £	Total £
Unrestricted	13,270,044	1,796,650	(1,845,800)	13,220,894
Restricted	-	2,000	-	2,000
	<u>£13,270,044</u>	<u>£1,798,650</u>	<u>£(1,845,800)</u>	<u>£13,222,894</u>
	=====	=====	=====	=====

**ANALYSIS OF NET ASSETS BETWEEN FUNDS – 2019**

	Fixed Assets £	Net Current Assets £	Long Term Liabilities £	Total £
Unrestricted	13,598,894	829,291	(1,977,137)	12,451,048
Restricted	2,000	-	-	2,000
	<u>£13,600,894</u>	<u>£829,291</u>	<u>£(1,977,137)</u>	<u>£12,453,048</u>
	=====	=====	=====	=====

**14. CAPITAL COMMITMENTS**

	2020 £	2019 £
Commitments for future capital expenditure not provided for in these accounts are:		
Authorised and contracted for	20,016	-
	=====	=====

## NOTES TO THE ACCOUNTS (Continued)

### FOR THE YEAR ENDED 31 AUGUST 2020

---

#### 15. PENSION COMMITMENTS

Retirement benefits to employees of the School are provided through two pension schemes, one defined benefit and one defined contribution. The pension costs charged in the Statement of Financial Activities are determined as follows:

The School participates in the Teachers' Pension Scheme ("the TPS") for its teaching staff. The pension charge for the year includes contributions payable to the TPS of £517,118 (2019: £368,605). There were contributions of £59,517 owing at the year-end (2019 - £44,427).

The TPS is an unfunded multi-employer defined benefits pension scheme governed by The Teachers' Pensions Regulations 2010 (as amended) and The Teachers' Pension Scheme Regulations 2014 (as amended). Members contribute on a "pay as you go" basis with contributions from members and the employer being credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

The employer contribution rate is set by the Secretary of State following scheme valuations undertaken by the Government Actuary's Department. The most recent actuarial valuation of the TPS was prepared as at 31 March 2016 and the Valuation Report, which was published in March 2019, confirmed that the employer contribution rate for the TPS would increase from 16.4% to 23.6% from 1 September 2019. Employers are also required to pay a scheme administration levy of 0.08% giving a total employer contribution rate of 23.68%.

The 31 March 2016 Valuation Report was prepared in accordance with the benefits set out in the scheme regulations and under the approach specified in the Directions, as they applied at 5 March 2019. However, the assumptions were considered and set by the Department for Education prior to the ruling in the 'McCloud/Sargeant case'. This case has required the courts to consider cases regarding the implementation of the 2015 reforms to Public Service Pensions including the Teachers' Pensions.

On 27 June 2019 the Supreme Court denied the government permission to appeal the Court of Appeal's judgment that transitional provisions introduced to the reformed pension schemes in 2015 gave rise to unlawful age discrimination. The government is respecting the Court's decision and has said it will engage fully with the Employment Tribunal as well as employer and member representatives to agree how the discriminations will be remedied. A consultation was launched by the government on 16 July 2020, and closed to responses on 11 October 2020.

**NOTES TO THE ACCOUNTS (Continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2020**

**15. PENSION COMMITMENTS (continued)**

The TPS is subject to a cost cap mechanism which was put in place to protect taxpayers against unforeseen changes in scheme costs. The Chief Secretary to the Treasury, having in 2018 announced that there would be a review of this cost cap mechanism, in January 2019 announced a pause to the cost cap mechanism following the Court of Appeal's ruling in the McCloud/Sargeant case and until there is certainty about the value of pensions to employees from April 2015 onwards. The pause was lifted in July 2020 and the government is preparing to complete the cost control element of the 2016 valuations, which is expected to be completed in 2021.

In view of the above rulings and decisions the assumptions used in the 31 March 2016 Actuarial Valuation may become inappropriate. In this scenario, a valuation prepared in accordance with revised benefits and suitably revised assumptions would yield different results than those contained in the Actuarial Valuation. Until the consultation and the cost cap mechanism review are completed it is not possible to conclude on any financial impact or future changes to the contribution rates of the TPS. Accordingly, no provision for any additional past benefit pension costs is included in these financial statements.

Other staff are enrolled into the School's defined contribution scheme to which the School contributes 6% of gross salary. There were contributions of £11,983 (2019 - £10,814) outstanding at the year-end.

<b>16. OPERATING LEASE COMMITMENTS</b>	<b>2020</b>	<b>2019</b>
	<b>£</b>	<b>£</b>
At the year-end the school had future minimum lease payments under non-cancellable operating leases as follows:		
Within 1 year	38,237	14,039
Between 2 – 5 years	93,756	66,124
	<hr/>	<hr/>
	£131,993	£80,163
	=====	=====

**17. RELATED PARTY TRANSACTIONS**

There were no Related Party Transactions to be reported in either 2020 or 2019.

**NOTES TO THE ACCOUNTS (Continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2020**

<b>18. RECONCILIATION OF NET INCOME TO NET CASH FLOW FROM OPERATING ACTIVITIES</b>	<b>2020</b>	<b>2019</b>
	<b>£</b>	<b>£</b>
Net income for the reporting period (as per the statement of financial activities)	769,846	579,750
Depreciation	377,103	359,343
Interest receivable	(8,418)	(10,499)
(Increase)/decrease in debtors	(55,688)	(3,648)
Increase/(decrease) in creditors	552,251	(1,086,355)
	<hr/>	<hr/>
Net cash provided by /(used in) operating activities	£1,635,094	£(161,410)
	=====	=====

**19. CONTROL**

The school is controlled by the Board of Governors as disclosed in the Reference and Administrative Information on page 1.

**20. SUBSIDIARY COMPANIES**

The More House Foundation is a connected entity that is headed up by Mr Barry Huggett OBE, the former Headmaster of More House School. B Huggett has overall control of the Foundation which operates separately to the School, although promoting the services of the School but offering in its own capacity educational consultancy services. These services are delivered by B Huggett and others with specialist knowledge from their working experiences and qualifications. Separate accounts are collated by the Foundation.

**21. POST BALANCE EVENTS NOTE**

As part of its strategy to contain the spread of the Covid-19 pandemic, the government required all schools in England to close to all pupils from January 2021, other than for those whose parents were Key Workers, or pupils who were vulnerable if staying at home. This put at risk the school's ability to deliver education to its pupils, thereby risking its income for the period of closure. This risk was mitigated by the introduction of a comprehensive programme of remote learning, which has been widely supported by parents.

**NOTES TO THE ACCOUNTS (Continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2020**

**22. STATEMENT OF FINANCIAL ACTIVITIES - 2019**

	Unrestricted Funds £	Restricted Funds £	Total 2019 £
<b>INCOME FROM:</b>			
<b>Charitable activities:</b>			
- School fees receivable	8,159,762	-	8,159,762
- Other school income	158,941	-	158,941
<b>Investments – interest</b>	10,499	-	10,499
<b>Voluntary sources:</b>			
- Appeal and other donations	27,271	-	27,271
	<hr/>	<hr/>	<hr/>
	8,356,473	-	8,356,473
	<hr/>	<hr/>	<hr/>
<b>EXPENDITURE ON:</b>			
<b>Raising funds:</b>			
- Fundraising and development	19,875	-	19,875
- Finance and other costs	90,126	-	90,126
	<hr/>	<hr/>	<hr/>
	110,001	-	110,001
<b>Charitable Expenditure:</b>			
<b>School operating costs</b>			
- Teaching costs	4,640,237	-	4,640,238
- Boarding and catering	1,266,322	-	1,266,321
- Premises	1,031,231	-	1,031,231
- Support and governance costs	728,932	-	728,932
	<hr/>	<hr/>	<hr/>
Total expenditure	7,776,723	-	7,776,723
	<hr/>	<hr/>	<hr/>
<b>Net Income/net movement in funds</b>	579,750	-	579,750
 <b>RECONCILIATION OF FUNDS</b>			
<b>Total funds brought forward</b>	11,871,298	2,000	11,873,298
	<hr/>	<hr/>	<hr/>
<b>Total funds carried forward</b>	£12,451,048	£2,000	£12,453,048
	<hr/>	<hr/>	<hr/>

**DETAILED ANALYSIS OF INCOME  
FOR THE YEAR ENDED 31 AUGUST 2020**

	2020	2019
	£	£
<b>FEES RECEIVABLE</b>		
Gross fees	8,691,057	8,954,842
Less bursaries, grants and allowances	(495,543)	(795,080)
	<u>8,195,514</u>	<u>8,159,762</u>
Extras receivable and other educational income	31,901	96,421
	<u>8,227,415</u>	<u>8,256,682</u>
<b>BANK AND OTHER INTEREST</b>	8,418	10,499
	<u>8,235,833</u>	<u>8,266,682</u>
<b>DONATIONS</b>	13,990	27,271
<b>OTHER INCOME</b>		
Registration fees	17,500	18,250
Other school income	247,710	44,270
	<u>265,210</u>	<u>62,520</u>
<b>TOTAL OPERATING INCOME</b>	<u>8,515,033</u>	<u>8,356,473</u>
<b>APPEAL FUND</b>		
Donations received	-	-
	<u>-</u>	<u>-</u>
<b>TOTAL RESTRICTED INCOME</b>	<u>-</u>	<u>-</u>
<b>TOTAL INCOME</b>	<u>£8,515,033</u>	<u>£8,356,473</u>
	=====	=====

**DETAILED ANALYSIS OF EXPENDITURE  
FOR THE YEAR ENDED 31 AUGUST 2020**

<b>CHARITABLE EXPENDITURE</b>	<b>2020</b>	<b>2019</b>
	<b>£</b>	<b>£</b>
<b>TEACHING COSTS</b>		
Teaching staff salaries	4,432,668	4,102,060
Cost of extras	62,989	98,387
Courses	24,943	49,973
Teaching materials	244,286	389,818
	<hr/>	<hr/>
	4,764,886	4,640,238
	<hr/>	<hr/>
<b>BOARDING AND CATERING</b>		
Catering staff salaries	187,444	206,029
Catering costs	289,575	393,006
Cleaning staff salaries	237,667	225,976
Cleaning costs	31,298	20,864
Laundry – staff salaries	19,776	19,680
Laundry – other	6,862	12,272
Care staff salaries	404,733	388,494
	<hr/>	<hr/>
	1,177,355	1,266,321
	<hr/>	<hr/>
<b>PREMISES</b>		
Insurance	36,241	35,888
Rates and water	34,045	32,914
Light and heat	106,836	106,481
Maintenance staff salaries	139,706	115,831
Garden and grounds	24,923	74,151
Repairs and maintenance	241,927	280,166
Trade refuse	19,525	26,417
Depreciation	377,103	359,383
	<hr/>	<hr/>
	980,306	1,031,231
	<hr/>	<hr/>

**DETAILED ANALYSIS OF EXPENDITURE ACCOUNT  
FOR THE YEAR ENDED 31 AUGUST 2020**

	2020	2019
	£	£
<b>OTHER SUPPORT COSTS</b>		
Staff salaries	432,262	470,885
Staff recruitment	26,189	33,893
Staff travel	3,333	5,965
Printing, postage and stationery	24,632	24,084
Telephone	39,761	42,016
Motor	38,856	45,604
Sundry costs	45,940	32,824
Subscriptions and donations	11,257	10,604
H M Discretionary	1,557	13,876
Professional and other costs	70,647	38,129
	<hr/>	<hr/>
	694,436	717,880
	<hr/>	<hr/>
<b>GOVERNANCE COSTS</b>		
Audit and accountancy	12,000	11,052
	<hr/>	<hr/>
<b>PUBLICITY AND FUNDRAISING</b>		
Promotion	19,602	19,875
	<hr/>	<hr/>
<b>FINANCE COSTS</b>		
Bank charges and interest payable	6,670	6,354
Hire purchase charges	79,880	83,772
Bad debts	10,052	-
	<hr/>	<hr/>
	96,602	90,126
	<hr/>	<hr/>
<b>TOTAL EXPENDITURE</b>	7,745,187	7,776,723
<b>TOTAL INCOME</b>	8,515,033	8,356,473
	<hr/>	<hr/>
<b>SURPLUS FOR YEAR</b>	£769,846	£579,750
	=====	=====