



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

Governors' Report and Financial Statements
For year ending 31st August 2021

Registered Charity number. 311872
Registered Company number. 523768



Reference and Administrative Information

Registered charity number
Registered company number

311872
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.

Governors (Directors)

Membership of Sub-Committees
*1 – Finance & Leadership
*2 – Teaching, Learning & Assessment
*3 – Welfare, including Safeguarding & Behaviour
*4 – Nominations

Mr Sean Collins MA (Cantab.) FCA (Chair) *1 [Retired from the board 31.08.2021]
Mr John Stares BSc (Hons) (Deputy Chair) (resigned 31.12.21) *1,*4
Mrs Suzie Brand *3 *4
Mrs Pamela Edworthy BSc (Hons) PGDip PGCE *2,*4
Mr Robert Forster MSc BSc
Ms Lindsay Gowland MA (Ed.) ACIS *3
Mr Glenn Handley MBA (appointed 1.09.2021) (Chair from 1.09.2021)*1
Mr Gary Hay BA (Hons) *1, *3
Fr Patrick Sherlock SDB BSc BA QTS *2
Mr Graham Spawforth MA Med PGCE *2 [Appointed 17.06.2021]

Registered office
Website
Auditors
Bankers
Solicitors

More House School, Moons Hill, Frensham, Farnham, Surrey, GU10 3AP
www.morehouseschool.co.uk
Haysmacintyre LLP
Allied Irish, HSBC
GBH Law

Key Executives

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

Report of the Chair of Governors

The impact of the continued COVID-10 pandemic realised continued challenge to the charity and school during the year to the 31st August 2021, but enabled the organisation to demonstrate again its resilience, creativity in overcoming difficulties, and to 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 Upper Sixth leavers, 32% 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 91% A* to C and Distinction* to Merit award rate – a significant increase on the previous year. 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 72 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 by 13 percentage points (achieving 73%) and in GCSE Mathematics by 7 percentage points (achieving 74%), and 71% of our Year Elevens achieved at least five 9 to 4 grades (or the BTEC equivalent) including GCSE English and Mathematics – again, a significant increase on the previous year. 90% 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.

The school continued to be recognised as fully compliant, and Outstanding in all Ofsted judgement areas, following the March 2019 integrated Education and Social Care inspection, and the most recent January 2020 Ofsted Social Care inspection.

The impact of the COVID-19 pandemic, resulting in the second national lockdown and closure of schools in January 2021, had a direct and significant impact on school operations. From the 6th January 2021, More House School transferred its educational, pastoral and therapeutic provisions online as the majority of pupils again 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. As with the first lockdown in March 2020, 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. The dedication and professional commitment of the school's staff was impressive and demonstrated yet again, the highest priority given to meeting our pupils' needs.

This year's Founder's Day ceremony, marking the conclusion of the academic year and celebrating our pupils' achievements, was a hybrid event whereby pupils and the staff attended the ceremony in person, and parents viewed the ceremony through a live video-stream. Unlike last year's entirely virtual event, in July 2021 speeches were delivered live and in person. 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, despite pupils' family-members joining virtually, was powerful.

Last year's disruptions, in spring and summer 2020, included dramatic change to the arrangements for awarding final grades to Upper Sixth and Year Eleven pupils reaching the conclusion of their accredited courses. In 2021, exceptional arrangements were again announced by the government, this time focused on realising Teacher Assessed Grades (TAGs) as opposed to summer 2020's Centre Assessed Grades (CAGs). In order to do so, the school's teaching and curriculum staff worked tirelessly to design and implement a robust process for

collecting evidence and moderating assessments. This imposed a significant increase in workload for academic staff. As in the previous year, More House School's staff rose to these challenges, ensuring the protection of each pupil's interests within a fair framework able to meet all expectations of internal and external scrutiny. This success was realised through our students' strong results in their final awards for their accredited courses, demonstrating improvement across the school on last year's statistics.

In recognition of the change to experience forced upon us by the January 2021 lockdown and ban on school attendance, and 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. Previous instruction by Her Majesty's Government provided that fees funded by local authorities should not be subject to discount since funding to local government remained secure.

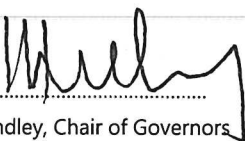
The school's careful management of the COVID-19 response through this second year of the pandemic ensured the financial security of the charity and school at the close of the accounting year. Carefully considered adaptations to the school's comprehensive pupil-admissions processes, tested during the first lockdown period from March 2020, enabled prospective pupils to continue to be assessed during the second lockdown period in early 2021 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 2021-22 academic year, continuing the steady growth in numbers witnessed over an extended period of years.

It is exciting that in August we submitted to Waverley Borough Council our planning application for the construction of an all-weather surface Multi Use Games Area large enough to accommodate an under-16s' football pitch, a new sports pavilion comprising two separate changing rooms, lavatories and hospitality space, and a new site vehicle entrance and roadway. It is our expectation to commence and complete construction during the 2021-22 academic year.

Following the appointment of a new Head of I.T. Services, who joined the school's management team in September 2020, a new I.T. strategy was approved by the Board of Governors, with implementation over a three-year period, which commenced in the second quarter of 2021.

There remains throughout our school community, 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 31st August 2021, in spite of COVID-19 challenges, and in its plans for the future.

Signature:


G. Handley, Chair of Governors

Date:

10/03/2022

Report of the Governors

The governors of the Gard'ner Memorial Limited, who are also the charity's directors for the purposes of the Companies Act 2006 and charity's trustees for the purposes of Charity Law, are pleased to present their annual report, together with the financial statements of the charity for the year ended 31st August 2021. The governors' report has also been prepared to meet the requirements for a directors' report 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 31st August 2021, the school's governors adopted a new School Development Plan, realised through a comprehensive process of organisation-wide self-evaluation and development-planning. This process was focused around the following six targets, which were approved by the Board of Governors:

- **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
- Deputy Head (Curriculum)
- Deputy Head (Head of Boarding)
- Deputy Head (Wellbeing) [this position ceased to exist with effect from 31.08.21, being replaced by the new position of Deputy Head (Pastoral), with effect from 01.09.21]
- Director of Assessment and Therapy
- Assistant Head (Pupils) [this position ceased to exist with effect from 31.08.21, with the appointment of the post-holder to the new position of Deputy Head (Pastoral), and the appointment to the extended Senior Management Team of a new Director of Pupil Progress, with effect from 01.09.21]

Chaired by the headmaster, the purpose and operation of the CLG is 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 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
- Head of I.T. Services

- Mental Health Lead

[A new Extended SMT post was created, with effect from 01.09.21: Director of Pupil Progress.]

Chaired by the headmaster, the composition, and operations of the extended SMT 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 Deputy Head (Pastoral and Wellbeing) [transferring to the new post of Deputy Head (Pastoral), with effect from 01.09.21], who has responsibility for managing pupil behaviour through the school, supported by the Assistant Head (Pupils). 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 [transferring to the new full-time post of Head of Safeguarding, with effect from 01.09.21] 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.

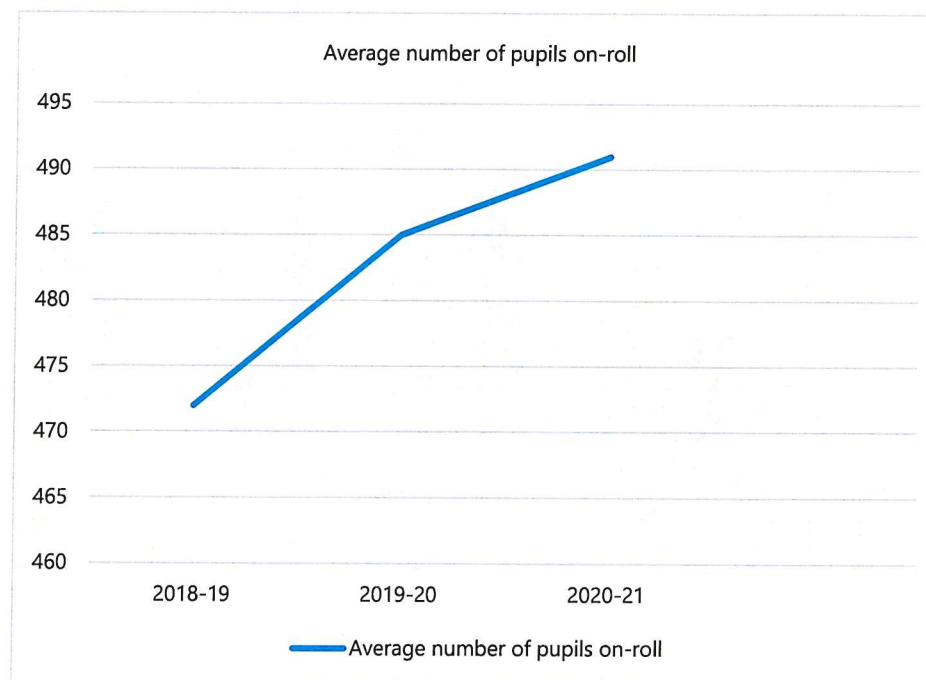
Main aims and achievements

Our primary aims through the 2020-2021 academic year comprised:

- managing the operational and financial challenges imposed by COVID-19 and the national and local responses to the pandemic, in order to minimise the negative impact on pupils' experiences and to protect the long-term security of the charity and school;
- 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;
- the implementation of an ambitious, three-year I.T. strategy;
- a full review of the arrangements for governance.

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.

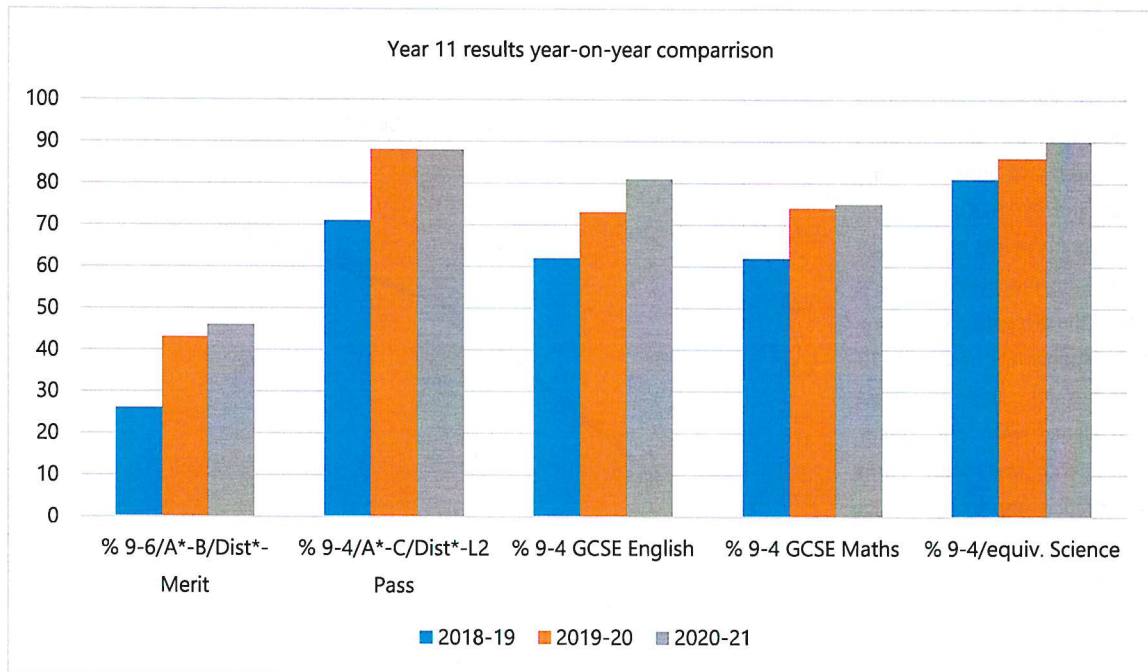


Public exam results

In spite of the disruption and uncertainty afforded by the COVID-19, our senior pupils realised record results in their final grades for accredited courses at Level 2 (GCSE and equivalent) and at Level 3 (A Level and equivalent).

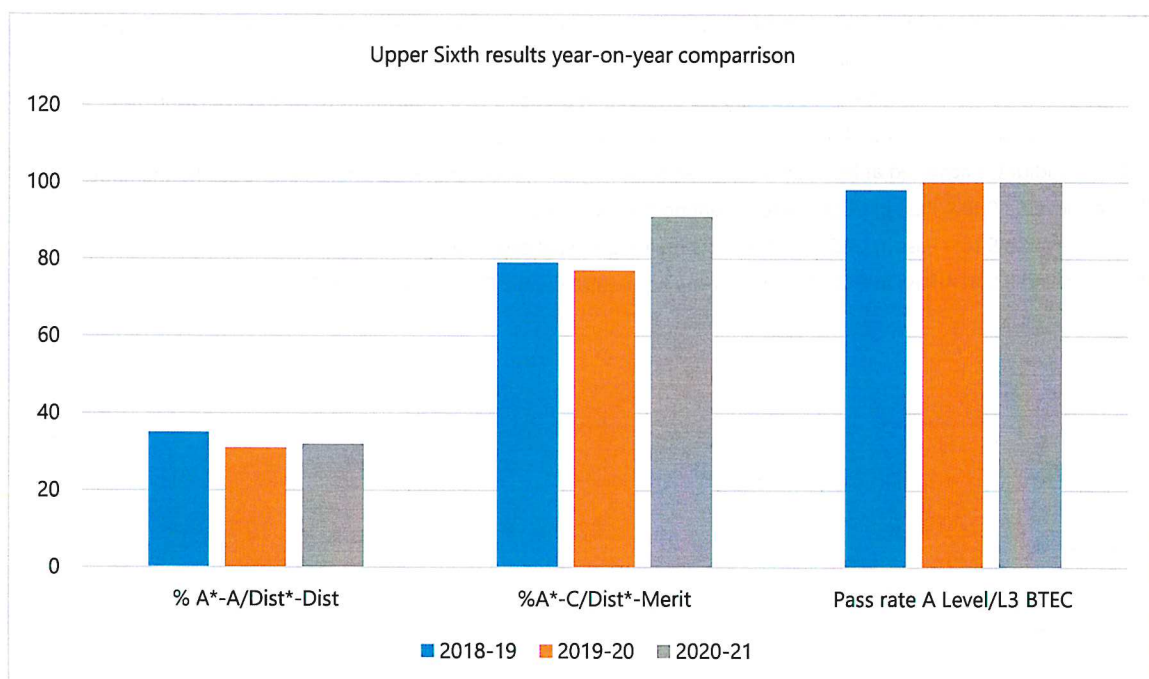
Year Eleven results, summer 2021:

- 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;
- 46% 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);
- 71% of candidates achieved at least five A* to C equivalent grades, including GCSE English and GCSE Mathematics;
- 81% achieved a 9 to 4 Pass in GCSE English (beating the national average by 13%);
- 75% achieved a 9 to 4 Pass in GCSE Mathematics (beating the national average by 7%);
- 90% achieved a 9 to 4 Pass in GCSE Science, or the equivalent Level 2 Pass in BTEC Science.



Upper Sixth results

- 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;
- 32% of A Level and equivalent Level 3 BTEC grades awarded at A* to A (Distinction* to Distinction);
- 91% 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, English Literature, Geography, History, Music, Physics and Product Design, and in A Level equivalent Level 3 BTEC Art & Design, Music, Performing Arts and Psychology.



Leavers' destinations

Of our Upper Sixth students who completed their studies in summer 2021, 65% progressed directly into Higher Education or specialist Further Education. Of those 65%:

- 2 secured Music Conservatoire H.E. places
- 6 are undertaking courses in the Arts, Applied Arts, or the Visual Media sector
- 4 are studying for a Business, Humanities or Politics undergraduate degree
- 3 are taking STEM (Science, Technology, Engineering or Mathematics) or Computing courses
- 1 is pursuing a land-based degree course
- 1 is undertaking a sports-Coaching degree.

Three students have made deferred applications to Higher Education in order to pursue a gap-year, with one gaining a placement at a university in the United States. We were able to support a further five past students who, for one reason or another, needed to transfer their Higher Education courses or 'restart' their undergraduate careers due to ongoing disruptions.

Progress

During the 2020-2021 academic year, we continued to develop our system for tracking and promoting students' progress associated with the acquisition of skills on a hierarchical scale influenced by Bloom's taxonomy. 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:

Knowledge - Comprehension - Application - Analysis - Synthesis - Evaluation

In spite of the difficulties associated with the COVID-19 disruption, 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 socially, as an independent member of society.

All 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. Pupils are supported to develop social confidence and to lessen potential vulnerabilities. They build competence in managing money and in using public amenities, such as shops and public transport. They are taught to develop independence in preparing food. The recently opened (November 2019) independent living skills facility within our senior boarding house continued to afford 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.

External inspections

Ofsted

The school experienced no external inspection visit during the 2020-2021 academic year. We 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 standard three-yearly integrated joint inspections carried out by Ofsted's education and social care departments in March 2019, and following the more recent Ofsted Social Care standard inspection of the school's Safeguarding, welfare and residential provisions in January 2020.

The most recent Ofsted report describes the following judgements by category, and the additional descriptive commentary:

<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

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

CReSTeD

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 most recent re-accreditation visit was 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

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

During the 2020-2021 academic year we continued our commitment to the development teacher-training programmes, ongoing staff-development, and the training of educational professionals external to More House School.

Teacher-training

During the 2020-2021 academic year, we supported three unqualified teachers in the school towards their initial teacher-training, and we supported three other teachers in the school through their initial teacher-training year.

New Staff Induction

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, especially promoting employees understanding of, and competence in meeting the needs of pupils with Developmental Language weaknesses, Specific Learning Difficulties, and associated conditions.

Accredited CPD courses

May 2021 witnessed the official launch of our Level 3 and Level 4 courses following systematic trials. The professional-development programmes are designed and delivered by More House School, and nationally accredited by the CPD Standards Office:

- Level 3 'Effective SEND Support'
 - 14 More House School employees and 5 external practitioners began this course during the 2020-2021 academic year
- Level 4 'Approaches to SEN in the classroom'
 - 6 More House School employees and 1 external practitioner began this course during the 2020-2021 academic year

Spotlight Seminar Series

We delivered six Spotlight Seminar presentations, accessible by More House school staff and by external practitioners. Due to the COVID-19 limitations, all six sessions were delivered remotely using video-presentation software. 210 practitioners from a range of educational environments, including primary, secondary and Further Education, and from state-maintained and independent settings, accessed the material. The 2020-2021 CPD seminar series focused on:

The Executive Function and Links to Learning

The individual sessions addressed:

- Introduction to the topic
- Sequencing
- Organisation
- Planning
- Time-management
- Working memory

Commissioned Work

More House was commissioned to provide BlueSky Learning with a two-hour video-based module titled:
'Where to Start – SEND in the Classroom'.

This training material is available internationally through BlueSky Learning's published CPD courses.

Lecturing/Training

More House School staff delivered training conferences on the subject of understanding SEND and supporting SEND pupils, on behalf of the Independent Schools Association (ISA). We also delivered a webinar for the Southampton University/Wellington College Initial Teacher Training programme.

Other support

The school supported a range of external professionals through the course of the year, including Special Educational Needs and Disabilities Coordinators (SENDCos) and English-department leads from other schools, through video-calls, visits and telephone-consultations.

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 continues to take a leading role in organising and delivering the National SEND Conference for the independent schools' sector, in association with the Independent Schools Council (ISC). The autumn 2020 conference was again hosted in central London.

COVID-19 response

As in the previous year, during the 2020-2021 academic year the impact of the COVID-19 pandemic affected the provision of education nationally, with schools' activities influenced by the national implementation in January 2021 of the second closure of schools. More House School's response proved again to be effective and was primarily influenced by a thorough understanding of government and associated instruction and guidance, and by the school's operation of a comprehensive COVID-19 Risk Assessment and Management Plan (RAMP), updated in response to the rapidly-developing situation.

In the first weeks 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 experience during the previous academic year, including from parent, pupil and staff consultation activities designed to afford a comprehensive understanding of the experiences of pupils, parents and the staff. 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

Despite the national lockdown, the school delivered 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 again 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 implementation 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.

Due to the national disruption, the Department for Education's Ofqual (Office of Qualifications and Examinations Regulation) issued new instructions for arrangements to determine final awards for those students studying accredited qualifications. Summer 2020's use of Centre Assessed Grades (CAGs) was replaced by Teacher Assessed Grades for summer 2021. More House School adopted a rigorous approach to building a comprehensive evidence-base for every grade adopted, incorporating internal moderation to ensure grades were proven and defensible, representing students' best performance. This was time-consuming, demanding a very high level of professionalism and commitment from all staff involved.

Other achievements

Engagement in community

During the 2020-2021 academic year, More House School pupils continued to engage with elderly care-home residents through the school's pen-pal letter-writing programme, celebrated in the local press. In spite of the disruption's pupils continued to engage in charitable fundraising activities, pursuing the school-wide commitment to supporting others in our school, local, national and international community.

I.T.

The school appointed a new Head of I.T. Services, who took up post in September 2020. This led to a full review of the school's I.T. infrastructure, and the design of an ambitious I.T. strategy. This was approved by the Board of Governors, with implementation over a three-year period which commenced in the second quarter of 2021.

Self-evaluation and development-planning

The Core Leadership Group (CLG) led a full review, with the extended SMT, of the school's effectiveness in delivering its vision, and proposed a new School Development Plan (SDP), adopted formally by the Board of Governors and trustees. This provides strategic development planning in 9 major development aims:

- Curriculum development
- Teaching, Learning and Therapy
- COVID-19 recovery
- Pastoral support
- Assessments
- Outreach training
- Information Technology
- Campus and facilities
- Governance and management

The SDP addresses these nine areas within five categories:

- Curriculum, Pastoral and Therapy
- Training and People Development
- I.T. Services
- Facilities
- Leadership, Management and Governance

This adopted SDP informed a redesign of the Self-Assessment Review and Quality Improvement Plan documents used by academic and therapy departments, ensuring development activities in all areas are closely aligned with the delivery of the school-wide objectives described in the SDP. Additionally, research led to the implementation of BlueSky; software supporting the continued professional development of staff, which ensures a close focus on the school-wide aims for individual and collective training and development activities.

Safeguarding

A key objective of the SDP was the transference of the school's Safeguarding records and reporting structure to a dedicated software application, CPOMS. The preliminary work was conducted during the Trinity (summer) term 2021 in preparation for a full launch during the

staff-training days in advance of the September 2021 start of the new academic year. This will make the reporting of concerns easier for staff and improve the Safeguarding team's oversight and ability to monitor patterns and trends, informing interventions. Coinciding with this work was the design of a new, senior post: Head of Safeguarding. This new, dedicated, full-time position, commencing September 2021, replaces the DSL responsibility of the Deputy Head (Wellbeing), and represents further increase in resourcing of the leadership and expertise of Safeguarding, reflecting the school's commitment to excellence in providing a safe environment for all pupils and young people. Governors were involved in the design and appointment of this new position.

Capital projects

During the 2020-2021 academic year, plans for the new all-weather sports pitch, pavilion, new vehicle-entrance, and roadway were finalised, and submitted to Waverley Borough Council's planning department on 17.08.21. This exciting project is expected to be completed by Christmas 2022, and will realise greatly improved sports facilities for pupils, and for the local community and local youth clubs. It will also reduce the congestion of traffic at key times of the day and improve the safety of pedestrians on the campus. This project forms the first of a programme of investment in the campus and facilities over the coming years.

Governance

Practising our commitment to effective evaluation and the continual pursuit of excellence in all areas, during the year to 31st August 2021 the Board of Governors commissioned a full, external review into the arrangements for, and effectiveness of governance of the school. This was conducted by AGBIS (Association of Governing Bodies of Independent Schools) during the Trinity (summer) term, realising a detailed report identifying strengths and opportunities for future development. An extraordinary meeting of the full governing board was scheduled for September 2021 in order to consider the report's recommendations and to agree development actions.

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 31st August 2021 more than 491 pupils were educated by the school. Those pupils came from a wide breadth of social backgrounds and from a wide geographical area. Approximately 60% 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 most 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. Further, the school provided I.T. equipment to families requiring such support in order for their sons to be able to access effectively remote-learning activities.

As in the previous 2019-2020 year, during 2020-2021, owing 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 15% 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 2020-2021 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 which focused on The Executive Function and Links to Learning. Following the previous year's pilot, the school launched its Level 3 and Level 4 professional development courses, accredited by the CPD Standards Office (part of the Professional Development Consortium). Those courses are provided to More House School employees free-of-charge, and to non-More House School

professionals at cost. We also continued to provide informal consultancy and advice for many individual teachers, other educational professionals, parents and schools throughout the year. We contributed our expertise within the delivery of a university-led initial teacher training programme.

Additionally, More House School supports 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.

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.

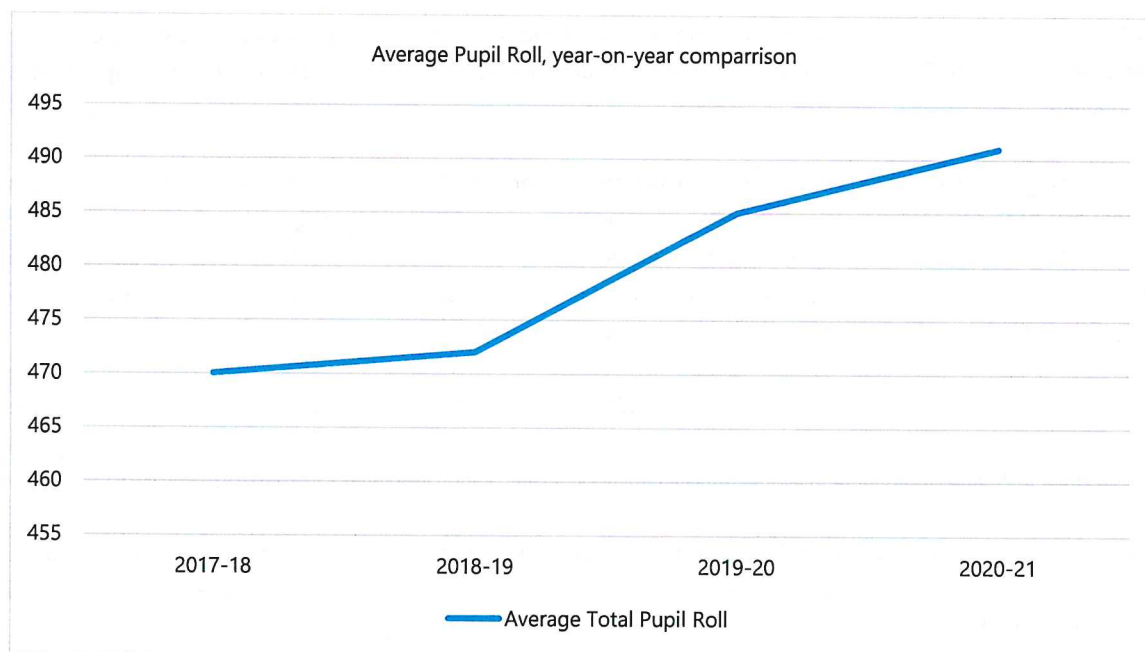
During the year, More House School pupils and staff participated in a multitude of fundraising activities on behalf of other charities and projects. These included a Christmas Jumper fundraiser, a collection for Comic Relief's Red Nose appeal, and a Sponsored Hop in July. Over the course of the year, pupils donated nearly £8,000 to local, national, and international charities, including the Cystic Fibrosis Trust and The John Bradburne Memorial Society.

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 2020-2021 academic year this included providing free access to sports pitches and training for Churt Juniors Football Club, free use of sporting facilities for regular training for the Hampshire Youth Disability Cricket programme, free use of our Music and Drama facilities for Farnham Music and Drama, free use of school multi-passenger vehicles for local Girl-Guiding, and free use of our Music facilities for Farnham Youth Choir.

Strategic report

The average number of pupils on roll during the year was 491, realising an increase on the previous academic year's average of 472, and continuing an upward trend of previous years. Of those 491 pupils' placements, 295 were funded publicly, by more than thirty different local authorities, for pupils in receipt of an Education, Health and Care Plan. This represented 60% of pupils on roll and was an increase of 42 funded placements compared with 253 in the 2019-20 academic year.



Following the March 2019 integrated education and social care joint inspections by the Office for Standards in Education, and the January 2020 Ofsted Social Care standard inspection of the residential, safeguarding and welfare arrangements, the school's provision at the start of the 2020-21 academic year was determined to be fully compliant with all Independent School standards, and National Minimum Standards, and graded Outstanding in every reporting judgement-category. The school would have expected, under normal circumstances, an annual Ofsted Social Care standard inspection during the 2020-2021 academic year. However, owing to the suspension of inspection activity in response to the pandemic, the school received no such inspection visit.

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 most recently took place 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 31st August 2021 many actions were implemented in accordance with plans informed by the comprehensive, external audit of the school's security arrangements, which was conducted during the previous academic year.

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, guided by 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 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 transition 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 realised the creation of a discrete Human Resources department work-area within the school's Bursary offices. A new Head of I.T. Services joined the school in September 2020, leading to the adoption by the Board of Governors of an ambitious, three-year I.T. strategy, implemented from the second quarter of 2021.

An external review of governance arrangements was commissioned from the Association of Governing Bodies of Independent Schools (AGBIS), in order to inform the continued development planning and pursuit of excellence. This was conducted in the Trinity term of 2021.

The risk-register was subject to a zero-based re-design, including adoption of a more comprehensive format supporting governor oversight and monitoring.

A full evaluation of the school's strengths and opportunities for development was conducted by the school's leadership and management, leading to the design of a new, comprehensive strategic development plan, informing continued development activity throughout the organisation, at department and individual employee level.

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;
- delivery of all aspects of the School Development Plan;
- effective, continuous evaluation and strategic-development planning addressing strengths and opportunities;
- implementation of adopted recommendations from the external governance review;
- development and expansion of teacher-training, ongoing staff-development, and of the school's outreach programme, including provision of training for external (non-More House School) educational professionals;
- delivery of the approved I.T. strategic plan;
- capital development of the site and facilities in accordance with the School Development Plan;
- review of the charity's wider strategy.

COVID-19 management

The governors recognise the challenges posed by the pandemic are likely to influence school operations and provision for pupils through the coming academic year. 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.

School Development Plan

Directed by an adopted, School Development Plan, realised through a process of comprehensive self-evaluation and external evaluation, the governors and leadership are committed to pursuing an ambitious programme of continuous development in all areas to promote excellence in all aspects of the school's provision for pupils and in its outreach activities. 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. Reflecting this, documentation and processes supporting departmental and individual employee evaluation and development-planning ensure coordination with the school-wide development priorities.

Governance

The AGBIS review of governance arrangements included recommendations for future development. These findings will inform a special meeting of the full governing body, scheduled for September 2021, intended to determine a cohesive plan for the future development of governance, with implementation commencing in 2021.

Staff and professionals' training

More House School remains committed to the effective training and continued professional development of its staff. It is intended to continue the school's engagement in initial teacher-training, and to the upskilling of all staff in supporting pupils with Developmental Language weaknesses, Specific Learning Difficulties, including Dyslexia, and associated conditions. We recognise that our pupils are

intelligent and capable, providing they are supported to recognise their natural aptitudes, and to harness their strengths. The quality of professionals' practice in all areas, including academic, therapeutic, pastoral, and residential, greatly influences pupils' social and academic outcomes.

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 facilities 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. Strategy

With the adoption of a three-year, ambitious I.T. investment strategy, the governors recognise as a priority the implementation of all aspects of that strategic plan, which forms a crucial element of the school's wider Development Plan. This I.T. strategy covers:

- network improvement, including wireless connectivity;
- central systems and servers;
- security;
- communications and telephony;
- printing and reprographics;
- end-user devices;
- I.T. Services support.

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 have been approved provisionally, by the Board of Governors:

- 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 2024);
- re-development of the St David's and I.T. Support Services block
- re-development of the Don Bosco Mathematics department block (expected completion 2026);
- replacement of the facilities for swimming and indoor-sports with a new sports centre, providing indoor-swimming facilities, sports-hall and fitness-gym (expected completion 2028).

Strategy

The governors and trustees intend to review the charity's wider strategy in respect of growth, recognising a constant ambition to improve the educational and social experience and outcomes of a wider population of children and young people who experience challenge owing to special educational needs and disabilities (SEND).

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 1st September 2019 of a 43% increase in employers' contributions, and the impending increase in 2023 which will include an adjustment in respect of the McCloud ruling, 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. This review was interrupted by concentration on Covid-19 related issues. 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 buildings 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 has been mitigated by the appointment of a professional Head of IT Services and the allocation of funds for the upgrading of the school's IT infrastructure and 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 4th 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. All pupils returned to school on 8th March 2021.

Finance review

The net income for the year comprised:

	2020-21	2019-20	Variance
Charitable Income	£8,957,049	£8,492,625	£464,424
Investments	£408	£8,418	-£8,010
Donations etc.	£14,586	£13,990	£596
Total Gross Income	£8,972,043	£8,515,033	£457,010
Raising Funds Expenditure	£116,305	£116,204	-£101
Charitable Expenditure	£8,075,745	£7,628,983	-£446,762
Total Expenditure	£8,192,050	£7,745,187	-£446,863
Net Income	£779,993	£769,846	£10,147

Income was £457,010 higher than the previous year reflecting the 3% increase in fees, three additional pupils, participation in the government's Covid Job Retention Scheme, and discounts to private parents due to remote learning in the spring term of 15% off day fees and 80% off boarding fees. Expenditure overall was £446,863 higher than last year, of which approximately half (£226,368) was in respect of increased staffing costs. The main constituents were increases in teaching £180,610, boarding & catering £108,533 and premises £156,975. With the overall result similar to last year, the net income variance was £10,174.

Investment in Fixed Assets during the year comprised:

Freehold Land & Buildings	Human Resources office	£58,608
	Exit Barrier	£7,509
	Site Development surveys	£7,461
		£73,578
Furniture and Equipment	Simkins acoustics	£10,118
	Engineering extraction system	£20,016
	IT Strategic Project	£271,464
	Communication Radios	£14,820
	Hotspot shop	£10,054
		£326,472
	Total Additions	£400,050

Funds have been retained in preparation for the Site Development Project scheduled for 2021-22. 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 & General Purposes 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 £1,520,000, equivalent to 17% 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 2021, the School held reserves of £2,555,886. 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 £11,444,998 in a fixed asset fund, which represents the historical investment in the fabric of the estate and is therefore not deemed to be readily available. 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

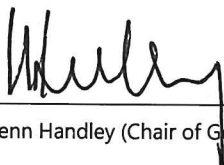
the directors have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditors are aware of that information.

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 Governors at its meeting on 10th March 2022 and signed on its behalf by:



Glenn Handley (Chair of Governors)

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 2021 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 2021 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.

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.

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

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 Governors. 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.

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.

Responsibilities of governors for the financial statements

As explained more fully in the statement of governors' responsibilities 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.

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

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.

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.

Based on our understanding of the charitable company and the environment in which it operates, we identified that the principal risks of non-compliances with laws and regulations related to the regulatory requirements of the Charity Commission and OFSTED, and we considered the extent to which non-compliance might have a material effect on the financial statements. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as the Companies Act 2006, Charities Act 2011, Charities SORP (2019) and payroll taxes.

We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls) and determined that the principal risk was related to the recognition of voluntary income. Audit procedures performed by the engagement team included:

- Enquiries of management regarding correspondence with regulators and tax authorities;
- Review of relevant committee meeting minutes;
- Discussions with management including consideration of known or suspected instances of non-compliance with laws and regulation and fraud;
- Reviewing the controls and procedures of the charity, particularly in relation to the recording of income and processing of payments and payroll, to ensure these were in place throughout the year, including during the Covid-19 remote working period;
- Evaluating management's controls designed to prevent and detect irregularities;
- Reviewing and testing journal entries made in the year, particularly those made as part of the year-end financial reporting process; and
- Challenging assumptions and judgements made by management in their critical accounting estimates which comprise depreciation and bad debts provision.

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

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. This description forms part of our auditor's report.

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: 24th March 2022

*10 Queen Street Place
London
EC4R 1AG*

**STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR ENDED 31 AUGUST 2021**

		Unrestricted Funds £	Restricted Funds £	Total 2021 £	Total 2020 £
INCOME FROM:	Notes				
Charitable activities:					
- School fees receivable	1	8,743,725	-	8,743,725	8,195,514
- Other school income	2	213,324	-	213,324	297,111
Investments – interest		408	-	408	8,418
Voluntary sources:					
- Appeal and other donations		8,736	5,850	14,586	13,990
		<u>8,966,193</u>	<u>5,850</u>	<u>8,972,043</u>	<u>8,515,033</u>
EXPENDITURE ON:					
Raising funds:					
- Fundraising and development		19,635	-	19,635	19,602
- Finance and other costs		96,670	-	96,670	96,602
		<u>116,305</u>	<u>-</u>	<u>116,305</u>	<u>116,204</u>
Charitable Expenditure:					
School operating costs					
- Teaching costs		4,943,931	1,565	4,945,496	4,764,886
- Boarding and catering		1,299,222	-	1,299,222	1,190,689
- Premises		1,123,947	-	1,123,947	966,972
- Support and governance costs		707,080	-	707,080	706,436
		<u>8,190,485</u>	<u>1,565</u>	<u>8,192,050</u>	<u>7,745,187</u>
Total expenditure	3				
		<u>8,190,485</u>	<u>1,565</u>	<u>8,192,050</u>	<u>7,745,187</u>
Net Income/net movement in funds		775,708	4,285	779,993	769,846
RECONCILIATION OF FUNDS					
Total funds brought forward		13,220,894	2,000	13,222,894	12,453,048
		<u>13,220,894</u>	<u>2,000</u>	<u>13,222,894</u>	<u>12,453,048</u>
Total funds carried forward	12	£13,996,602	£6,285	£14,002,887	£13,222,894
		<u>£13,996,602</u>	<u>£6,285</u>	<u>£14,002,887</u>	<u>£13,222,894</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 32 to 47 form part of these financial statements.

BALANCE SHEET

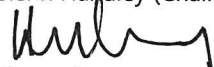
AS AT 31 AUGUST 2021

COMPANY NUMBER 523768

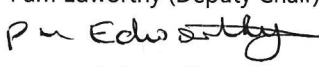
		2021	2020
	Notes	£	£
FIXED ASSETS	5	13,274,709	13,270,044
CURRENT ASSETS			
Debtors	6	76,301	76,150
Cash at bank and in hand		3,514,068	3,063,911
		<u>3,590,369</u>	<u>3,140,061</u>
CREDITORS: Amounts falling due within one year			
Fees in advance		(572,013)	(683,616)
Other creditors	7	(583,302)	(657,795)
		<u>(1,155,315)</u>	<u>(1,341,411)</u>
NET CURRENT ASSETS		<u>2,435,054</u>	<u>1,798,650</u>
TOTAL ASSETS LESS CURRENT LIABILITIES		<u>15,709,763</u>	<u>15,068,694</u>
CREDITORS: amounts falling due after more than one year	8	(1,706,876)	(1,845,800)
TOTAL NET ASSETS		<u>£14,002,887</u>	<u>£13,222,894</u>
		=====	=====
FUNDS:			
UNRESTRICTED FUNDS	12		
– GENERAL		2,551,604	1,901,592
– DESIGNATED		11,444,998	11,319,302
RESTRICTED FUNDS	12	6,285	2,000
		<u>£14,002,887</u>	<u>£13,222,894</u>
		=====	=====

The financial statements were approved and authorised for issue by the Board of Governors on 10th March, 2022 and were signed below on its behalf by:

Glenn Handley (Chair)



Pam Edworthy (Deputy Chair)



The notes on pages 32 to 47 form part of these financial statements.

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 AUGUST 2021

	2021		2020	
	£	£	£	£
Cash flows from operating activities:				
<i>Net cash provided by operating activities (Note 18)</i>		969,665		1,635,094
		<hr/>		<hr/>
Cash flows from investing activities:				
Interest from investments	408		8,418	
Purchase of tangible fixed assets	(400,054)		(46,254)	
Proceeds from sale of tangible fixed assets	1,174		-	
	<hr/>		<hr/>	
<i>Net cash used in investing activities</i>		(398,472)		(37,836)
		<hr/>		<hr/>
Cash flows from financing activities:				
Repayment of loan	(121,036)		(111,576)	
	<hr/>		<hr/>	
<i>Net cash used in financing activities</i>		(121,036)		(111,576)
		<hr/>		<hr/>
Change in cash and cash equivalents in the year		450,157		1,485,682
Cash and cash equivalents at the start of the year		3,063,911		1,578,228
		<hr/>		<hr/>
Cash and cash equivalents at the end of the year		£3,514,068		£3,063,911
		=====		=====

ANALYSIS OF CHANGES IN NET DEBT

	At 1 September 2020	Cash flows	Other non-cash changes	At 31 August 2021
	£	£	£	£
Cash and bank	3,063,911	450,159	-	3,514,070
	=====	=====	=====	=====

The notes on pages 32 to 47 form part of these financial statements.

ACCOUNTING POLICIES FOR THE YEAR ENDED 31 AUGUST 2021

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 March 2023, 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 2021

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.

ACCOUNTING POLICIES (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

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
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.

ACCOUNTING POLICIES (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

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.

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 2021

1. FEES RECEIVABLE			2021	2020
			£	£
Fees receivable consist of:				
School fees			9,657,235	9,226,896
Less: bursaries, grants and allowances			(913,510)	(1,031,382)
			<hr/>	<hr/>
			£8,743,725	£8,195,514
			=====	=====
2. CHARITABLE ACTIVITIES – OTHER INCOME			2021	2020
			£	£
Extras and other educational income			58,700	31,901
Registration fees			22,500	17,500
Government grants – job retention scheme			121,486	246,475
Sundry income			10,638	1,235
			<hr/>	<hr/>
			£213,324	£297,111
			=====	=====
3. ANALYSIS OF TOTAL EXPENDITURE - 2021				
	Staff costs	Other	Depreciation	Total
	£	£	£	2021
				£
Raising funds:				Total
Fundraising and development	-	19,635	-	2021
Finance costs	-	96,670	-	£
				£
Charitable Activities:				
School operating costs:				
Teaching	4,564,809	380,687	-	4,945,496
Boarding and catering	902,589	396,633	-	4,764,886
Premises	156,728	585,167	382,051	1,299,222
Support and governance	456,499	250,582	-	1,123,946
	<hr/>	<hr/>	<hr/>	<hr/>
	£6,080,625	£1,729,374	£382,051	1,123,946
	=====	=====	=====	£7,745,187
				=====

NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2021

ANALYSIS OF TOTAL EXPENDITURE – 2020

	Staff costs	Other	Depreciation	Total 2020
	£	£	£	£
Raising funds:				
Fundraising and development	-	19,602	-	19,602
Finance costs	-	96,602	-	96,602
Charitable Activities:				
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>
	=====	=====	=====	=====

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

	2021 £	2020 £
Administrative staff costs	456,499	432,263
Termination Settlement	10,000	-
Office running costs	45,152	64,393
Professional fees	43,690	70,647
Travel	714	3,333
Other	132,819	123,800
Governance costs	18,206	12,000
	<u>£707,080</u>	<u>£706,436</u>
	=====	=====
Expenditure includes:		
Auditors remuneration: Audit	12,360	12,000
Operating lease payments – plant, machinery and minibuses	35,543	33,159
Interest payable on finance leases	-	-

NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2021

4. STAFF COSTS:	2021	2020
	£	£
Salaries and wages	4,893,150	4,750,942
Social security costs	478,189	448,517
Pension contributions	699,514	645,883
Apprentice Levy	9,772	8,915
Termination Settlement	10,000	-
	<u>£6,090,625</u>	<u>£5,584,257</u>
	=====	=====

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

	2021	2020
Teaching	118	120
Other	55	53
	<u>173</u>	<u>173</u>
	=====	=====

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

Teaching – full-time	72	79
Teaching – part-time	27	23
	<u>99</u>	<u>102</u>
Other – full-time	27	31
Other – part-time	16	13
	<u>43</u>	<u>44</u>
Total full-time equivalent employees	<u>142</u>	<u>146</u>
	=====	=====

The School paid for four governors to obtain training and to attend forum meetings amounting to £4,266 (2020 the school paid for one governor to attend training courses amounting to £765).

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2021

The company is a registered charity and therefore not liable to taxation on its charitable income or capital gains. During the year there were four higher paid employees earning between £60,000-£70,000; one between £80,000 - £90,000; and one between £100,000-£110,000 (2020: one between £90,000-£100,000 and one between £150,000-£160,000). The school made employer's pension contributions of £71,365 (2020: £37,319) on behalf of the higher paid employees.

Staff benefits paid to key management personnel amounted to £614,974 (2020 - £543,435).

5. FIXED ASSETS	Freehold Land	Freehold Buildings	Furniture & Equipment	Motor Vehicles	Total
	£	£	£	£	£
COST					
As at 1 September 2020	1,321,036	15,066,510	972,993	83,023	17,443,562
Additions	-	73,578	326,476	-	400,054
Disposals	-	-	-	(19,970)	(19,970)
As at 31 August 2021	1,321,036	15,140,088	1,299,469	63,053	17,823,646
DEPRECIATION					
As at 1 September 2020	-	3,251,663	843,132	78,723	4,173,518
Charge for year	-	303,313	91,589	487	395,389
Disposals	-	-	-	(19,970)	(19,970)
As at 31 August 2021	-	3,554,976	934,721	59,240	4,548,937
NET BOOK VALUE					
At 31 August 2021	£1,321,036	£11,585,112	£364,748	£3,813	£13,274,709
	=====	=====	=====	=====	=====
At 31 August 2020	£1,321,036	£11,814,847	£129,861	£4,300	£13,270,044
	=====	=====	=====	=====	=====

The net book value of assets held under finance lease and hire purchase agreements at 31 August 2021 was £13,332 (2020: £26,333). These assets are all operational.

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2021

6. DEBTORS	2021	2020
	£	£
Fee debtors	23,104	22,378
Sundry debtors	21,698	50,296
Prepayments	31,499	3,476
	<hr/>	<hr/>
	£76,301	£76,150
	=====	=====
7. OTHER CREDITORS: amounts falling due within one year	2021	2020
	£	£
Trade creditors	130,451	87,519
Social security and other taxes	118,157	111,603
Other creditors	171,547	309,528
Accruals	26,985	17,537
Bank loan (see note 9 below)	122,830	118,275
Obligations under finance leases (see below)	13,332	13,333
	<hr/>	<hr/>
	£583,302	£657,795
	=====	=====
8. CREDITORS: amounts falling due after one year	2021	2020
	£	£
Bank loan (see note 9 below)	1,706,876	1,832,467
Obligations under finance leases	-	13,333
	<hr/>	<hr/>
	£1,706,876	£1,845,800
	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2021

9. BANK LOANS	2021	2020
	£	£
Bank loans are payable as follows:		
Within one year	122,830	118,275
Within one to two years	127,643	121,965
Between two and five years	593,635	543,668
After five years	985,598	1,166,829
	<u>£1,829,706</u>	<u>£1,950,737</u>
	=====	=====

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.

10. FINANCE LEASES	2021	2020
	£	£
The total future minimum lease payments were as follows:		
Due within one year	13,333	13,333
Obligations under finance leases	-	13,334
	<u>£13,333</u>	<u>£26,667</u>
	=====	=====

11. MEMBERS GUARANTEE

The Gard'ner Memorial Limited is a company limited by guarantee. There is therefore no share capital. At 31 August 2021 there were nine members of the company, who were also the Governors. 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 2021

12.	MOVEMENT IN FUNDS - 2021	Balance at 1 September 2020 £	Income £	Expenditure £	Transfers £	Balance at 31 August 2021 £
	Unrestricted					
	- General Fund	1,901,592	8,966,193	(8,190,485)	(125,701)	2,551,599
	- Designated Fund	11,319,302	-	-	125,701	11,445,003
	Restricted					
	- Appeal Fund	2,000	-	-	-	2,000
	- Facilities Fund	-	5,850	(1,565)		4,285
		<u>£13,222,894</u>	<u>£8,972,043</u>	<u>£(8,192,050)</u>	<u>-</u>	<u>£14,002,887</u>
		=====	=====	=====	=====	=====

Facilities Fund consists of various donations towards various school facilities. The balance will be spent in 2021/22.

Donations and other income relating to the School Appeal were added to the restricted fund and used to mark the 75th 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 - 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
		<u>£12,453,048</u>	<u>£8,515,033</u>	<u>£(7,745,187)</u>	<u>-</u>	<u>£13,222,894</u>
		=====	=====	=====	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2021

13. ANALYSIS OF NET ASSETS BETWEEN FUNDS – 2021

	Fixed Assets £	Net Current Assets £	Long Term Liabilities £	Total £
Unrestricted	13,274,709	2,428,769	(1,706,876)	13,996,602
Restricted	-	6,285	-	6,285
	<u>£13,274,709</u>	<u>£2,435,054</u>	<u>£(1,706,876)</u>	<u>£14,002,887</u>
	=====	=====	=====	=====

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>
	=====	=====	=====	=====

14. CAPITAL COMMITMENTS

	2021 £	2020 £
Commitments for future capital expenditure not provided for in these accounts are:		
Authorised and contracted for	1,754,085	20,016
	=====	=====

NOTES TO THE ACCOUNTS (Continued)

FOR THE YEAR ENDED 31 AUGUST 2021

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 (England and Wales) ("the TPS") for its teaching staff. The pension charge for the year includes contributions payable to the TPS of £518,457 (2020: £517,118) and at the year-end £66,836 (2020 - £59,517) was owing in respect of contributions to this scheme.

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 2020, confirmed that the employer contribution rate for the TPS would increase from 16.4% to 23.6% from 1 September 2020. 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 2020. 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. The government announced on 4 February 2021 that it intends to proceed with a deferred choice underpin under which members will be able to choose either legacy or

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2021

15. PENSION COMMITMENTS (continued)

reformed scheme benefits in respect of their service during the period between 1 April 2015 and 31 March 2022 at the point they become payable.

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 a consultation was launched on 24 June on proposed changes to the cost control mechanism following a review by the Government Actuary. The consultation closed to response on 19 August 2021 and the Government is currently analysing the responses.

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 £14,093 (2020 - £11,986) outstanding at the year-end.

16. OPERATING LEASE COMMITMENTS

2021	2020
£	£

At the year-end the school had future minimum lease payments under non-cancellable operating leases as follows:

Within 1 year	38,609	£131,993
Between 2 – 5 years	111,800	£131,993
	<hr/>	<hr/>
	£150,409	£131,993
	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2021

17. RELATED PARTY TRANSACTIONS

One Related Party Transaction took place in 2020-21. Goods to the value of £1,637 were purchased from Robert Hammond, husband of Ruth Hammond who is a member of the charity's Core Leadership Group. At the year-end £175 was owed to Robert Hammond.

There were no other related party transactions in either the current or prior year.

18. RECONCILIATION OF NET INCOME TO NET CASH FLOW FROM OPERATING ACTIVITIES

	2021	2020
	£	£
Net income for the reporting period (as per the statement of financial activities)	779,993	769,846
Depreciation	395,389	377,103
Profit on disposal of fixed assets	(1,174)	-
Interest receivable	(408)	(8,418)
(Increase) in debtors	(151)	(55,688)
(Decrease)/Increase in creditors	(203,984)	552,251
	<hr/>	<hr/>
Net cash provided by operating activities	£969,665	£1,635,094
	=====	=====

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.

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2021

21. STATEMENT OF FINANCIAL ACTIVITIES - 2020

	Unrestricted Funds £	Restricted Funds £	Total 2020 £
INCOME FROM:			
Charitable activities:			
- School fees receivable	8,195,514	-	8,195,514
- Other school income	297,111	-	297,111
Investments – interest	8,418	-	8,418
Voluntary sources:			
- Appeal and other donations	13,990	-	13,990
	<u>8,515,033</u>	<u>-</u>	<u>8,515,033</u>
EXPENDITURE ON:			
Raising funds:			
- Fundraising and development	19,602	-	19,602
- Finance and other costs	96,602	-	96,602
	<u>116,204</u>	<u>-</u>	<u>116,204</u>
Charitable Expenditure:			
School operating costs			
- Teaching costs	4,764,886	-	4,764,886
- Boarding and catering	1,190,689	-	1,190,689
- Premises	966,972	-	966,972
- Support and governance costs	706,436	-	706,436
	<u>7,745,187</u>	<u>-</u>	<u>7,745,187</u>
Total expenditure	<u>7,745,187</u>	<u>-</u>	<u>7,745,187</u>
Net Income/net movement in funds	<u>769,846</u>	<u>-</u>	<u>769,846</u>
RECONCILIATION OF FUNDS			
Total funds brought forward	<u>12,451,048</u>	<u>2,000</u>	<u>12,453,048</u>
Total funds carried forward	<u>£13,220,894</u> =====	<u>£2,000</u> =====	<u>£13,222,894</u> =====

**DETAILED ANALYSIS OF INCOME
FOR THE YEAR ENDED 31 AUGUST 2021**

	2021	2020
	£	£
FEES RECEIVABLE		
Gross fees	9,657,235	8,691,057
Less bursaries, grants and allowances	(913,510)	(495,543)
	<u>8,743,725</u>	<u>8,195,514</u>
Extras receivable and other educational income	58,700	31,901
	<u>8,802,425</u>	<u>8,227,415</u>
BANK AND OTHER INTEREST	408	8,418
	<u>8,802,833</u>	<u>8,235,833</u>
DONATIONS	14,586	13,990
OTHER INCOME		
Registration fees	22,500	17,500
Other school income	132,124	247,710
	<u>154,624</u>	<u>265,210</u>
TOTAL OPERATING INCOME	<u>8,972,043</u>	<u>8,515,033</u>
APPEAL FUND		
Donations received		-
	<u></u>	<u>-</u>
TOTAL RESTRICTED INCOME		-
	<u></u>	<u>-</u>
TOTAL INCOME	<u>8,972,043</u>	<u>£8,515,033</u>
	=====	=====
		=

**DETAILED ANALYSIS OF EXPENDITURE
FOR THE YEAR ENDED 31 AUGUST 2021**

CHARITABLE EXPENDITURE	2021	2020
	£	£
TEACHING COSTS		
Teaching staff salaries	4,564,809	4,432,668
Cost of extras	66,539	62,989
Courses	46,590	24,943
Teaching materials	267,558	244,286
	<hr/>	<hr/>
	4,945,496	4,764,886
	<hr/>	<hr/>
BOARDING AND CATERING		
Catering staff salaries	188,841	187,444
Catering costs	359,461	289,575
Cleaning staff salaries	282,916	237,667
Cleaning costs	29,968	31,298
Laundry – staff salaries	21,544	19,776
Laundry – other	7,204	6,862
Care staff salaries	409,288	404,733
	<hr/>	<hr/>
	1,299,222	1,177,355
	<hr/>	<hr/>
PREMISES		
Insurance	47,836	36,241
Rates and water	43,811	34,045
Light and heat	154,769	106,836
Maintenance staff salaries	156,728	139,706
Garden and grounds	35,631	24,923
Repairs and maintenance	274,778	241,927
Trade refuse	28,343	19,525
Depreciation	382,051	377,103
	<hr/>	<hr/>
	1,123,947	980,306
	<hr/>	<hr/>

**DETAILED ANALYSIS OF EXPENDITURE ACCOUNT
FOR THE YEAR ENDED 31 AUGUST 2021**

	2021	2020
	£	£
OTHER SUPPORT COSTS		
Staff salaries	456,499	432,262
Staff recruitment	23,385	26,189
Staff travel	714	3,333
Printing, postage and stationery	9,334	24,632
Telephone	35,818	39,761
Motor	30,033	38,856
Sundry costs	59,086	45,940
Subscriptions and donations	16,188	11,257
H M Discretionary	4,127	1,557
Professional and other costs (inc £10k termination settlement)	53,690	70,647
	<u>688,874</u>	<u>694,436</u>
GOVERNANCE COSTS		
Audit and accountancy (inc £4,286 Gov costs)	18,206	12,000
	<u></u>	<u></u>
PUBLICITY AND FUNDRAISING		
Promotion	19,635	19,602
	<u></u>	<u></u>
FINANCE COSTS		
Bank charges and interest payable	9,383	6,670
Hire purchase charges (is actually all loan & mort interest)	70,419	79,880
Bad debts	16,868	10,052
	<u>96,670</u>	<u>96,602</u>
TOTAL EXPENDITURE	8,192,050	7,745,187
TOTAL INCOME	8,972,043	8,515,033
SURPLUS FOR YEAR	<u>£779,993</u>	<u>£769,846</u>
	=====	=====