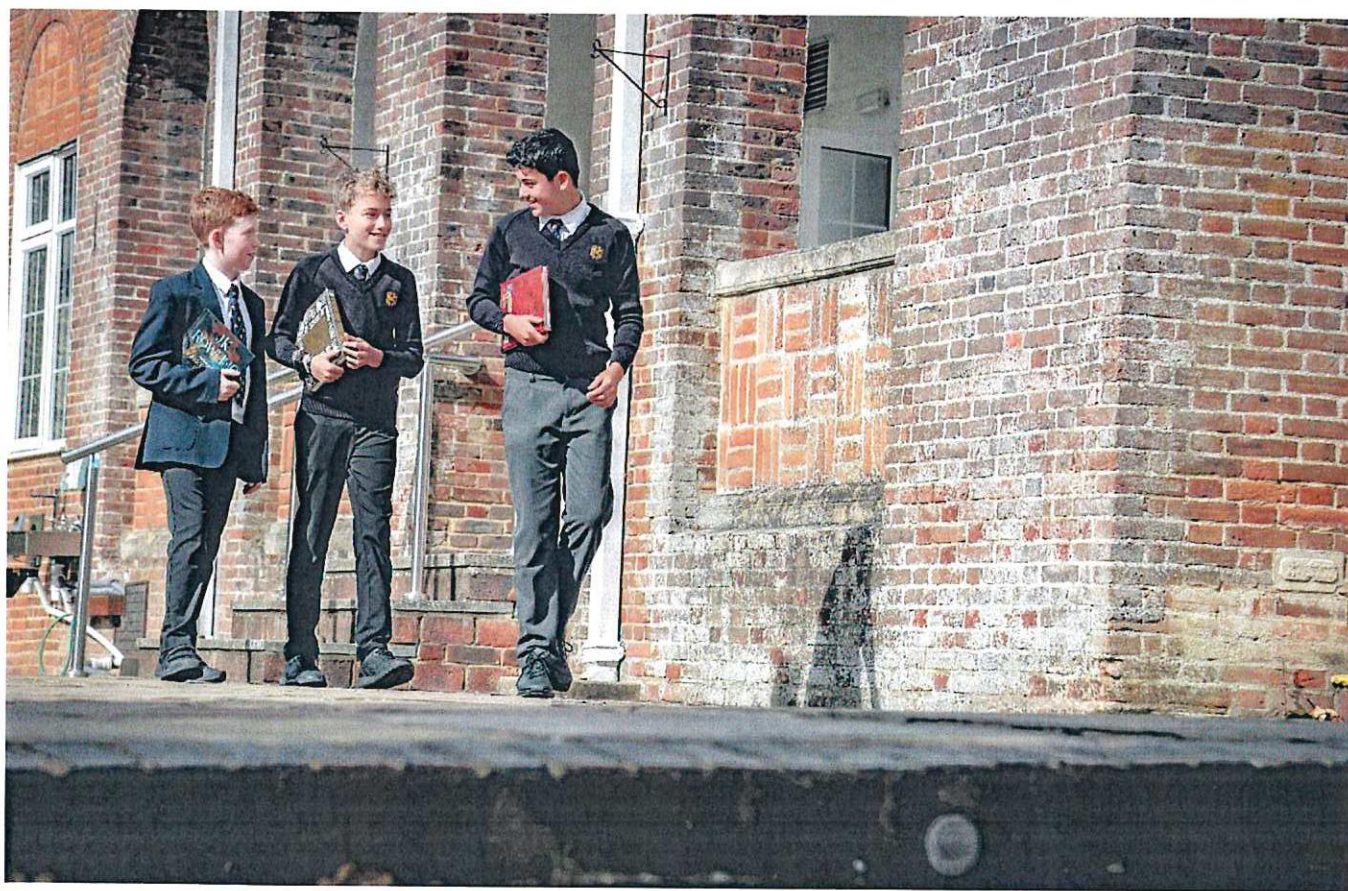




The Gard'ner Memorial Ltd
(A company limited by guarantee)
Trading as More House School

Governors' Report and Financial Statements
For year ending 31st August 2022

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 private limited company, limited by guarantee, as defined by the Companies Act 2006. The company was incorporated in England.

Governors (Directors)

Membership of Sub-Committees

- *1 – Finance & General Purposes
- *2 – Teaching, Learning & Therapy
- *3 – Safeguarding & Welfare
- *4 – Governance & Nominations

Mr Glenn Handley MBA (appointed Chair 01.09.2021)*1*3
Mrs Pamela Edworthy BSc (Hons) PGDip PGCE (Deputy Chair 01/01/2022)*2,*4
Mr John Stares BSc (Hons) (Deputy Chair) (resigned 31.12.21) *1,*4
Mrs Suzie Brand *3 *4
Mr Robert Forster MSc BSc *1
Ms Lindsay Gowland MA (Ed.) ACIS *3
Mr Gary Hay BA (Hons) *1, *3
Fr Patrick Sherlock SDB BSc BA QTS (resigned 22.08.22) *2
Mr Graham Spawforth MA Med PGCE *2
Fr Nicholas Gosnell (appointed 09.06.22)*2
Mr Michael Sicely (appointed 09.06.22) *1
Mrs Christine Goodyear LL.B (appointed 09.06.22)

Website
Auditors
Bankers

www.morehouseschool.co.uk
Haysmacintyre LLP

Solicitors
Key Executives

Barclays Bank PLC, 1 Churchill Place, Canary Wharf, London E14 5HP.
HSBC, 69 Pall Mall, London, SW1Y 5EY
GBH Law
Mr Jonathan Hetherington BA (Hons) MSc (Ed.) QTS, Headmaster
Mr Stephen Johnson FFA FFTA, Bursar & Clerk to the Governors

Report of the Chair of Trustees

The year to 31st August 2022 has felt one of optimism as the darkest days of the COVID-19 pandemic passed further into recent memory. Whilst impact of the previous nearly two years' disruption and fear have continued to be felt, the year was characterised by future ambition and a focus on our school's purpose and vision. There was a clear sense of direct influence of the school's founding mission of compassion

and aspiration for children and young people disadvantaged in their educational experience, and we celebrated extraordinary success in our work to transform the futures of intelligent children who experience Specific Learning Difficulties, Developmental Language Disorder 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 Disorder, Specific Learning Difficulties such as Dyslexia Attention Deficit 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 pupils.

Very many of our pupils join More House feeling frightened about their futures; lacking in self-belief and convinced they have not the capacity to make a success of an academic educational journey. Our work is to help them to realise their intelligence and strengths, support them to develop strategies to combat their areas of skill-weakness, and foster in them a burning aspiration for their futures. Academic outcomes reveal to our pupils their true academic aptitudes and reinforce in them a sense of self-worth and ambition for the future; they enable our leavers to progress to higher education and exciting careers.

For our 2022 Upper Sixth leavers, the summer 2022 examination series offered the first opportunity for these boys to attempt proper public examinations, having been subject to the past two years' COVID-19 disruption denying them such chance. In spite of this, 34% 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 74% A* to C and Distinction* to Merit award rate. Our Upper Sixth chalked-up a 99% pass-rate in their Level 3 (A Level and equivalent) qualifications.

The Year Eleven GCSE and equivalent results were equally exciting, with 80% of grades awarded at 9 to 4, or the Level 2 BTEC equivalent of Distinction* to Level 2 Pass. 43% of candidates achieved at least one grade at 9-7 (BTEC Distinction* to Distinction and the equivalent of the old grades A* to A). Our pupils beat the national averages for good passes in GCSE English by 13 percentage points (achieving 76%) and in GCSE Mathematics by 3 percentage points (achieving 68%), and 54% of our Year Elevens achieved at least five 9 to 4 grades (or the BTEC equivalent) including GCSE English and Mathematics. A very impressive 92% achieved a 9 to 4 good pass in a 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 establishes a truly sustainable and sure footing on which they may build their futures.

The school continues to be subject to external quality-assurance audit by the Department for Education and remained recognised as fully compliant, and Outstanding (the highest possible grading) in all Ofsted judgement areas, following the March 2019 integrated Education and Social Care inspection. In January 2022 we experienced our overdue, normally annual, Ofsted Social Care inspection of our provision for residential pupils. Despite a year's delay caused by the COVID-19 disruptions, the visiting inspectors confirmed the school remains Outstanding in each of the individual judgement areas and overall.

The culmination of the academic year is a valuable opportunity to celebrate explicitly every pupil's efforts, progress and achievements through the course of the year. This year's Founder's Day ceremony was the first time the entire school community of pupils, their parents – and often grandparents – and the staff have come together in one place, since 2019. The Headmaster provided a report on the year and the school's future, and pupils were awarded prizes, trophies and certificates, helping them to recognise their own successes and grow in confidence. The retiring head boy and heads of each of the school's four houses delivered valedictory addresses and their successors were inducted. Pupils hosted their family-members on tours of the grounds and classrooms, sharing their work with pride.

The school's ambitions to realise improvement in the sports opportunities for pupils and local youth groups, through the installation of an all-weather sports pitch, pavilion and access roadway realised little progress during the year owing to planning delays. Nevertheless, this remains a key element of our school development plans and the project continues to be pursued.

In contrast, the school's application for development of the St Matthew's and Coach House area of the campus, close to Main House and the main entrance, was submitted during the year and received approval very swiftly. This permission was announced to the school

community at our Founder's Day ceremony and construction is expected to commence in the summer of 2023 to provide a larger medical surgery. Three new science laboratories, science prep. room facilities, stores space and welfare facilities for the school's Estates and Catering teams. The work is expected to be completed by September 2024.

We continued to invest in our I.T. infrastructure, completing a large-scale project to rewire the entire campus for an upgrade wireless Internet system, to be installed early in the academic year 2022-23, and providing one-to-one laptops to all employees in pupil-facing roles and those in the support-services departments who use computer facilities as part of their normal work. This development was complemented by the installation of docking stations in every classroom and office space, significantly improving the facilities for teaching and learning.

In readiness for the start of the 2021-22 academic year, the Headmaster and governors appointed a dedicated Head of Safeguarding, making this role discrete rather than being one element of a wider portfolio as had been the case previously. This has increased the already critical focus on safeguarding, realising exciting developments to the safeguarding arrangements in the school in pursuit of excellence and the safest environment for pupils and adults. Coinciding with this appointment was the school's completion of a transfer from paper-based record-keeping to a comprehensive online platform for managing all safeguarding reporting and record-keeping, making easier the analysis of data to identify patterns and trends, informing strategic decision-making.

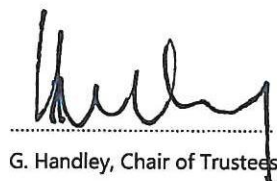
Following the external review of governance arrangements, commissioned by the school's board of governors in June 2021 as part of our relentless commitment to continuous improvement, the year to 31st August 2022 witnessed the implementation of recommendations arising from that review. Amongst them, the governors' committee structures were revised, and new appointments made to the board in the interests of increasing the number of trustees and governors.

Events across the year included the privilege of hosting at More House an event attended by the Archbishop of Canterbury as part of his Big Questions tour of the Guildford Diocese. In June, the incredible Friends of More House School delivered an extraordinary Proms in the Park Platinum Jubilee celebration featuring very many More House School musicians performing, as well as a parents' choir.

Politically, the world of education is in uncertain times. An unprecedented turnover of secretaries of state for Education is unsettling; by the close of the year, the long-awaited report of The Times Education Commission had been published, presenting a twelve-point plan for education, and the government had published its Schools white paper, and completed its public consultation on its green Special Educational Needs and Disabilities proposals. Each of these three have significant implications for More House School, and for our pupils and families.

In the face of such change, there remains throughout our school community, an enduring and cherished commitment to the school's mission of 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 work to improving that understanding and confidence here and through our growing outreach programme locally and nationally for educational professionals, so that intelligent, neuro-diverse children far beyond the school's gates benefit, remains strong. It is evident in the successes of our pupils, in the breadth of training activities undertaken by the school during the year to the 31st August 2022, in our concluding the year with the highest number of pupils ever on the school-roll – 496 – and in our ambitious plans for the future.

Signature:


G. Handley, Chair of Trustees

Date:

09/03/2023

Report of the trustees

The trustees of the Gard'ner Memorial Limited, who are also the charity's directors for the purposes of the Companies Act 2006, are pleased to present their annual report, together with the financial statements of the charity for the year ended 31st August 2022, which are also prepared to meet the requirements for a directors' report and accounts for Companies Act purposes.

Objectives and activities

The objects of the charity are:

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

Too many children are failed by the mainstream education system, where typical 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 believe themselves 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 Disorder 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 Disorder 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 2022, the school's governors monitored the implementation of the School Development Plan, realised through a comprehensive process of organisation-wide self-evaluation and development-planning. The plan is informed by the following six targets, 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 Disorder 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 Disorder 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 Disorder 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 Disorder 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 Disorder 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 Disorder 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 non-executive 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.

During the 2021-22 academic year, the structure of governors' standing committees was revised, informed by recommendations from the June 2021 external review of governance. Members of the Board of Governors now serve on one or more of the revised governor committees:

- Finance and General Purposes
- Governance and Nominations
- Safeguarding and Welfare
- Teaching, Learning and Therapy

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 Governance and Nominations Committee, is normally attended by one or more members of the school's most senior executive team, the Core Leadership Group. Committee and board meetings are supported by the newly appointed Assistant Clerk to the Governors who ensures accurate minutes and supports the scheduling and arrangements for meetings.

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) [post ceased to exist with effect from 31.08.22, replaced by Deputy Head (Head of Residential), with effect from 01.09.22]
- Deputy Head (Pastoral)
- Director of Assessment and Therapy

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. During term-time, the Head of Safeguarding attends the first part of weekly CLG meetings to provide a Safeguarding briefing.

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

- Director of Extra-Curricular Education
- Director of Pastoral Care
- Director of Pupil Progress
- Director of Staff Training and Development
- Head of Human Resources
- Head of I.T. Services

- Head of Junior Years
- Head of Safeguarding
- Head of Sixth Form
- Head of the Learning Development Centre

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), who has responsibility for managing pupil behaviour through the school, supported by the Director of Pastoral Care. The residential boarding staff, comprising houseparents, is led by the Deputy Head (Head of Boarding) [this position changed to Deputy Head (Head of Residential with effect from 01.09.22)]. 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) leads the school's pastoral therapeutic provision, including the Mental Health Lead and other therapeutic counsellors. With effect from the 1st September 2021 the Designated Safeguarding Lead (DSL) role transferred to the new, dedicated Head of Safeguarding, supported by deputy DSLs. The Head of Safeguarding is full-time 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 in their decision-making, 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.

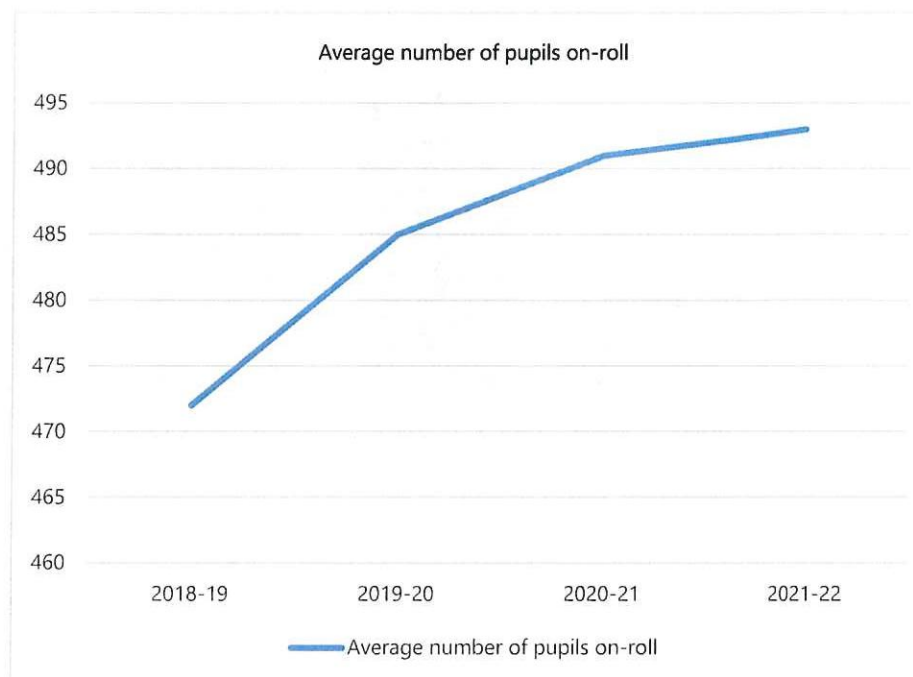
Main aims and achievements

Our primary aims through the 2021-2022 academic year comprised:

- the provision of Outstanding, transformative education for our pupils, all of whom experience challenges associated with Specific Learning Difficulties, Developmental Language Disorders and associated conditions;
- the realisation of exceptional outcomes for More House School pupils;
- ensuring the highest standards of educational and residential provision, recognised by external audit partners;
- the further development of our provision for supporting pupils' and employees' wellbeing, and promoting positive mental health;
- the further development of our teacher-training, staff-development and professionals' training programmes, promoting our integrated and aspirational approach to supporting neuro-diverse learners within mainstream classroom settings;
- the implementation of the second year of our ambitious, three-year I.T. strategy;
- implementing the recommendations arising from the external review of governance conducted in June 2021.

Education and outcomes

The number of children and young people supported by the school's specialist approach and provision again increased for the 2021-22 academic year, with an average of 493 on the pupil roll compared with the previous year's 491 and previously 485 (2019-20). In spite of the disruption caused throughout their final years by the national response to the COVID-19 threat, outcomes for pupils remained 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.



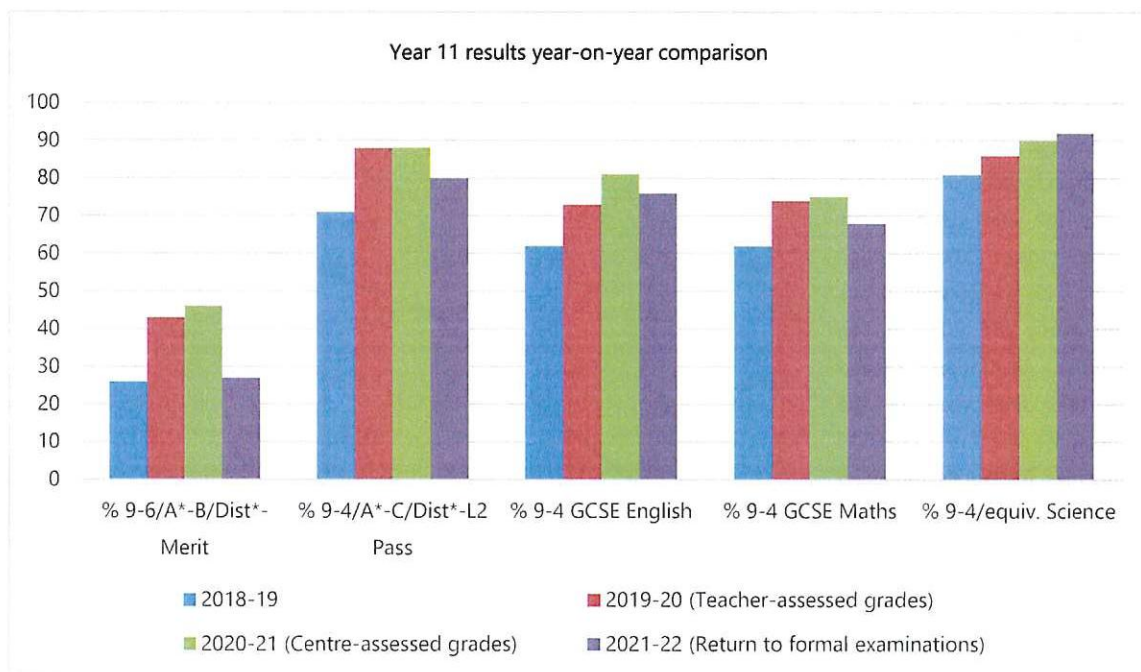
Public exam results

In spite of the disruption and uncertainty during their courses afforded by the COVID-19 pandemic, our senior pupils realised impressive 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 2022:

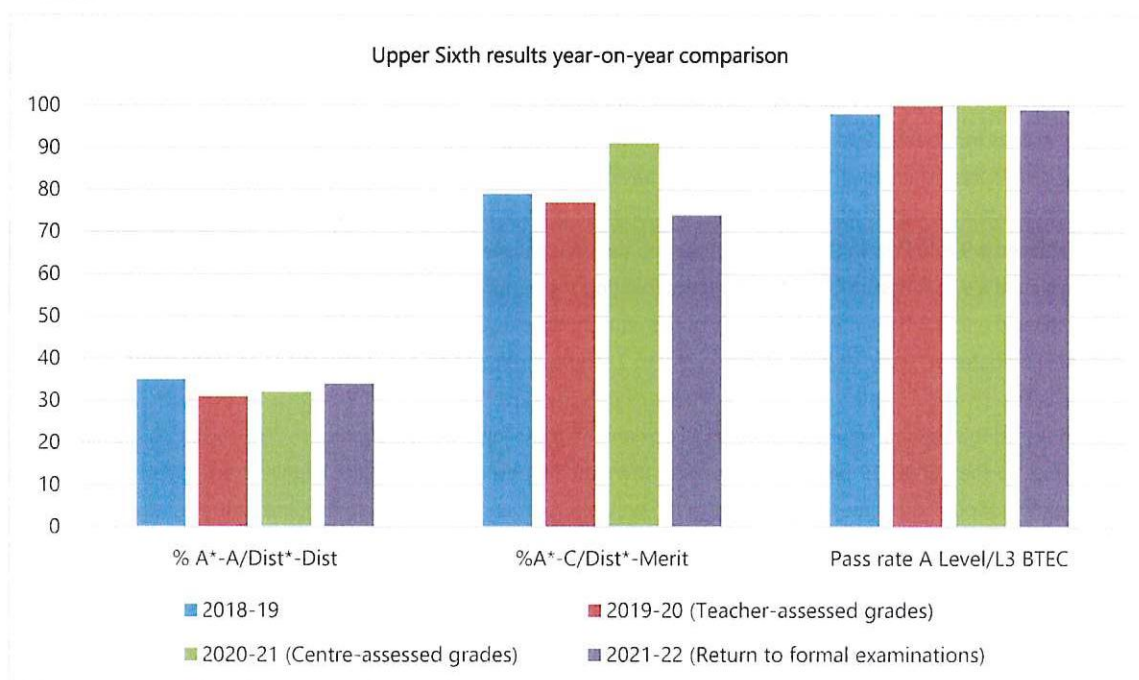
- All candidates overcame the challenges of Dyslexia, Developmental Language Disorder or associated Special Educational Needs, and 60% of candidates held Education, Health and Care plans;
- 80% of grades awarded at 9 to 4 (A* to C, or Distinction* to Level 2 Pass);
- 74% of candidates achieved at least five A* to C equivalent grades;
- 54% of candidates achieved at least five A* to C equivalent grades including GCSE English and GCSE Mathematics;
- 76% achieved a 9 to 4 Pass in GCSE English (beating the national average by 13%);
- 68% achieved a 9 to 4 Pass in GCSE Mathematics (beating the national average by 3%);
- 92% achieved a 9 to 4 Pass in GCSE Science, or the equivalent Level 2 Pass in BTEC Science.
- 43% of candidates achieved at least on grade at 9 to 7 (equivalent to A* to A, or Distinction* to Distinction).

Summer 2022 witnessed the national return to formal public examinations following a cessation since 2019, owing to the national restrictions imposed in response to the COVID-19 pandemic. This was, then, the first experience of formal public examinations for this cohort, and a different measurement of pupil outcomes compared with the previous two years' teacher-assessed and centre-assessed grades. This makes our pupils' achievements in the 2021-22 academic year even more impressive.



Upper Sixth results

- All candidates overcame the challenges of Dyslexia, Developmental Language Disorder or associated Special Educational Needs, and 56% of the 37 candidates held Education, Health and Care plans;
- 34% of A Level and equivalent Level 3 BTEC grades awarded at A* to A (Distinction* to Distinction);
- 74% of grades awarded at A* to C (Distinction* to Merit);
- 99% Pass rate at GCSE and equivalent Level 3 BTEC combined;
- 100% A* to C in A Level Biology, Mathematics, Music and Photography, and in A Level equivalent Level 3 BTEC Art & Design, and Music.



Leavers' destinations

Of our Upper Sixth students who completed their studies in summer 2022, 57% progressed directly into Higher Education, 17% to specialist Further Education, 13% into employment, training or apprenticeship and 13% to a gap year prior to onward progression. Of those 57% who progressed to Higher Education:

- 12 are studying for a Business, Humanities or Politics undergraduate degree;
- 5 are taking STEM (Science, Technology, Engineering or Mathematics) or Computing courses;
- 4 are pursuing land-based degree courses;
- 3 are undertaking courses in the Arts, Applied Arts, or the Visual Media sector
- 2 are studying Architecture;
- 2 are undertaking a sports-coaching or sports-management degree.

Progress

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, and Residential boarding curriculum. Pupils are supported to develop social confidence and social inference, 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 independent living skills facility within our senior boarding house, St Anthony's, continued to afford older boarding pupils access to a working, domestic-style kitchen, including domestic facilities for clothes-laundrying. 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 audit

Ofsted

More House School is subject to external quality-assurance processes implemented by the regulator, the Department for Education. The last full inspection of the school's educational provision was in March 2019 where the school underwent an integrated education and residential social care inspection, and was awarded the following judgements:

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Sixth form provision	Outstanding
Overall experiences and progress of children and young people in the boarding provision	Outstanding
Overall effectiveness at previous inspection (2016)	Outstanding

The school normally undergoes an annual Ofsted Social Care inspection of its provision for residential pupils (boarders). Owing to disruption caused by the COVID-19 pandemic, there was no such inspection in 2021, and therefore the inspection which took place in January 2022 was approximately a year overdue. In spite of this, the school's provision was confirmed again as being of the highest possible standards, with the following judgements published in the inspection report:

Overall experiences and progress of children and young people, taking into account:	Outstanding
How well children and young people are helped and protected	Outstanding
The effectiveness of leaders and managers	Outstanding

The report stated:

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.

[Boarders] *"make exceptional progress"*

[Boarders] *"have access to excellent specialist resources"*

[Boarders] *"build friendships with their peers and learn to empathise"*

[Boarders] *"thrive in a safe environment"*

"The residential provision is exceptionally well managed"

"residential staff have a thorough understanding of the learning and mental health needs of the pupils they care for. They are excellent role models for the pupils and are skilled in building positive, nurturing relationships"

"The ethos of the school empowers the residential pupils to focus on their individual talents and capabilities. This approach enables the residential pupils to overcome any previous negative experiences of education"

"A healthy lifestyle is promoted and residential pupils enjoy a good range of high-quality nutritional meals"

[Boarders] *"feel valued and listened to, and this has a positive effect on their self-confidence"*

"excellent practice is indicative of the strong safeguarding culture present throughout the school"

"work undertaken to prepare residential pupils for independence is a strength of this school"

"residential staff have the skills to communicate effectively with the pupils and they have a thorough understanding of the individual needs and vulnerabilities of each residential pupil"

"A strong safeguarding culture has become embedded in practice at this school"

Ofsted 2022

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 2021-2022 academic year we continued our commitment to developing the skills and efficacy of the school's practitioners and of professionals working with neuro-diverse pupils beyond More House School, through teacher-training programmes, ongoing staff-development, and the training of educational professionals external to More House School.

Teacher-training

During the 2021-2022 academic year, we supported four unqualified teachers in the school through our More House Introduction to Teaching programme, which all completed successfully. We supported two other teachers in the school through their initial teacher-training year, with both being awarded Qualified Teacher Status (QTS).

We guided four qualified members of our teaching staff through the first year of their Early Career Teacher (ECT) induction course, another through the legacy Newly Qualified Teacher (NQT) programme, and a sixth member of the teaching staff through his induction year following his QTLS (Qualified Teacher Learning and Skills) certification. We were supported by the Independent Schools Teacher Induction Panel (ISTIP) who monitor our work in this area to ensure compliance and quality.

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. 29 employees embarked on this induction programme through the course of the year ending 31st August 2022.

Accredited CPD courses

Following the previous May's official launch of our More House School Level 3 and Level 4 courses following systematic trials, in the 2021-22 academic year we added a third course to our suite of nationally accredited specialist SEND training programmes: a Level 3 award in Executive Function. The professional-development programmes are designed, published and delivered by More House School, and nationally accredited by the CPD Standards Office:

- Level 3 Award 'Effective SEND Support'
 - 21 More House School employees enrolled on this course during the 2021-22 academic year;
- Level 3 Award 'Executive Function'
 - 3 More House School employees enrolled on this course during the 2021-22 academic year;
- Level 4 'Approaches to SEN in the classroom'
 - 8 More House School employees enrolled on this course during the 2021-22 academic year.

Spotlight Seminar Series

We continued delivery of our Spotlight Seminar presentations, accessible by More House School staff and by external practitioners nationwide.

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 another 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) from other schools, through video-calls, visits and telephone-consultations.

The school delivered specialist training to a breadth of educational professionals, 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 2021 conference was again hosted in central London.

Other achievements

Engagement in community

During the 2021-2022 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. Pupils continued to engage in a wide breadth of charitable fundraising activities, pursuing the school-wide commitment to supporting others in our school, local, national and international community. During the year ending 31st August 2022, pupils' fundraising activities included the annual Whole School Sponsored Walk for Charity, support of the Royal British Legion's Remembrance campaign, a Christmas Jumper day, teacher-gunging, Easter-egg hunts and a joint concert between More House School pupils and pupils from Priors Field School, organised and hosted by More House Sixth Form Music students. In the year, More House pupils raised nearly £14,000 through their endeavours.

Donations from these activities were made by the school's pupils to St Andrew's Parish Church in Farnham, the British Red Cross Ukraine appeal and the Disasters Emergency Committee's Ukraine appeal.

I.T.

The year realised the second year of our three year strategic I.T. development plan. During the year new one-to-one laptops were rolled out to all pupil-facing employees and to all other staff whose work involves significant use of a computer. This was complemented by the installation of new docking stations in every classroom and office-space, enabling staff to display immediately on the screens provided that which they have prepared on their laptop. This has been transformative in supporting staff to transition between home and school, and to move between classrooms or various working areas.

Another achievement during the year was the complete re-cabling of the entire site in readiness for the installation of a new wireless Internet facility, expected in the early part of the 2022-23 academic year.

Self-evaluation and development-planning

In the year to 31st August 2022, the School Development Plan (SDP), adopted by the Board of Governors, guided the work of the Core Leadership Group and extended Senior Management Team in implementing improvements to the school and to its provision for all pupils. Focused on our school-wide vision – To lead in transforming the futures of intelligent children who experience Specific Learning Difficulties, Developmental Language Disorder and associated conditions, by empowering them – and on our specific aims.

The plan provides strategic development planning in nine major development focus-areas:

- 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

The school prides itself on a relentless pursuit of improvement and development, informed by a process of continuous self-evaluation, at all levels of the organisation. Thus, the School Development Plan remains under constant review. In the second half of the year, our evaluation was influenced by the interim and eventual final reports published by The Times Education Commission. Evaluation and future planning also recognised the government's published white paper on schools: Opportunity for All; and its green paper and public consultation on Special Educational Needs and Disabilities: Right support, right place, right time. This evaluation by the school's leadership and management was complemented by the governors' strategy day, held on the 11th June 2022, and will continue into the first half of the new 2022-23 academic year, realising a comprehensive revision of the SDP to ensure improvement planning and work is focused on the most important impacts on pupils' experiences, progress and outcomes.

Safeguarding

The start of the year ending 31st August 2022, witnessed the commencement of the school's newly appointed Head of Safeguarding. This new role replaced the part-time responsibility of Designated Safeguarding Lead which had previously been one part of a wider portfolio of responsibilities held by one of the school's deputy headteachers. The commitment of the school's governors and leadership to dedicating

a full-time Head of Safeguarding to this responsibility has strengthened further the school's arrangements for safeguarding, already judged to be Outstanding in successive Ofsted inspections.

This appointment coincided with the full launch of the school's new online platform for managing safeguarding reporting and record-keeping, which has helped to lower the thresholds for reporting concerns, and supported senior staff and governors to identify and monitor patterns in data, informing strategic intervention. The course of the 2022-23 academic year demonstrated the positive impact of these new arrangements.

Capital projects

Although the planning application for the new all-weather sports pitch, pavilion, new vehicle-entrance, and roadway, to be located in the south-eastern part of the campus was submitted to Waverley Borough Council, there has been little progress on this project during the 2021-22 academic year, primarily owing to significant delays at the council's planning department. At the close of the year, there was still no confirmation on when a decision on the application is likely to be made. The governors continue to pursue this project with the aim of realising 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.

In contrast, a planning application submitted during the 2021-22 year received consent extremely quickly. This project concerns the northern end of the campus, and the buildings currently known as St Matthew's and the Coach House. These areas currently comprise the school's medical surgery, catering office and a small welfare facility for catering staff, and also two science teaching spaces and storage rooms housed in wooden structures. The consent permits the demolition of the current St Matthew's and Coach House buildings and the construction of three purpose-built Science laboratories and prep. room facility in a single-storey building adjacent to Moons Hill, and the construction of a two-storey medical building to house an expanded medical surgery and therapeutic counselling rooms on the ground-floor, with welfare and office facilities for the Catering and Estates teams above. Work is expected to commence in July 2023, with completion by September 2024.

Governance

Following the external review of governance commissioned by the Board of Governors in June 2021 and conducted by AGBIS (Association of Governing Bodies of Independent Schools), the year ending 31st August 2022 enabled the implementation of recommendations from that report. This process reflects the governors' and school-wide commitment to continuous evaluation and improvement planning.

Developments to governance during the year included the recruitment of additional governors in order to increase the number on the board. New governors follow an induction programme, governance and safeguarding training, as well as ongoing relevant training throughout their terms of office, as do all governors. This recognises the expectations on governors and associated workloads, seeking to spread such work in order to make effective and ambitious governance of More House School sustainable in the longer-term. The appointment of a new post – that of Assistant Clerk to the Governors – has provided governor committees with administrative support, enabling more strategic timetabling of meetings, and improving the quality of minute-taking. The arrangement and spans of responsibility of the governors' standing committees was revised, resulting in the following standing committees:

- Finance and General Purposes
- Governance and Nominations
- Safeguarding and Welfare
- Teaching, Learning and Therapy

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 2022 more than 496 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.

During the 2021-2022 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. The school continued to deliver its Level 3 and Level 4 professional development courses, accredited by the CPD Standards Office (part of the Professional Development Consortium). A further Level 3 course, focused on Executive Function, was added to the offer. The 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 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 Council Advisory Group – SEND (Special Educational Needs and Disabilities), serving as a trustee and director of the Independent Schools Association, trusteeship of the Helen Arkell Dyslexia Charity, and Safeguarding Officer for local 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 Safeguarding and the relevance of developmental language skills for children and adults with recognised literacy difficulties.

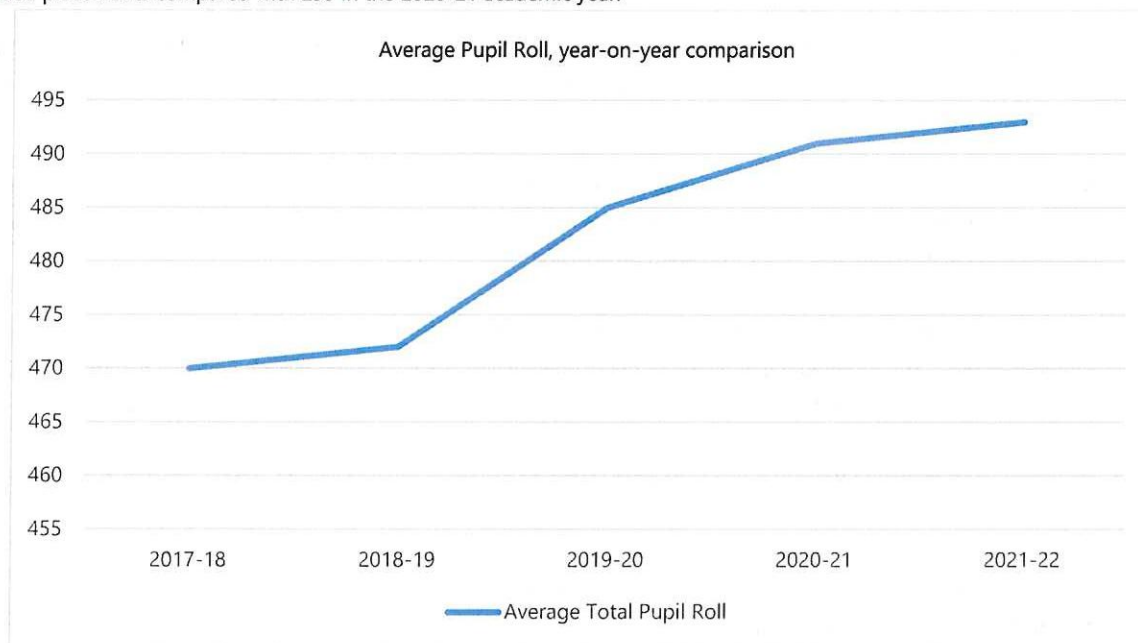
During the year, More House School pupils and staff participated in a multitude of fundraising activities on behalf of other charities and projects. These included the annual Whole School Sponsored Walk for Charity, a Christmas Jumper fundraiser, and a joint concert between More House and Priors Field pupils, organised and hosted by More House students. Over the course of the year, pupils raised nearly £14,000 for local, national, and international charities, including the Disasters Emergency Committee's Ukraine appeal and the British Red Cross Ukraine appeal.

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 2021-2022 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 493, realising an increase on the previous academic year's average of 491, and continuing an upward trend of previous years. Of those 493 pupils' placements, 311 were funded publicly, by more than thirty different local authorities, for pupils in receipt of an Education, Health and Care Plan. This represented 63% of pupils on roll and was an increase of 16 funded placements compared with 295 in the 2020-21 academic year.



Following the March 2019 integrated education and social care joint inspections by the Office for Standards in Education, commissioned within the normal arrangements by the regulator, the Department for Education, More House began the 2021-22 academic year with the following gradings:

Overall effectiveness

Effectiveness of leadership and management

Quality of teaching, learning and assessment

Personal development, behaviour and welfare

Outcomes for pupils

Sixth form provision

Overall experiences and progress of children and young people in the boarding provision

Overall effectiveness at previous inspection (2016)

Outstanding

Outstanding

Outstanding

Outstanding

Outstanding

Outstanding

Outstanding

Outstanding

During the year ending the 31st August 2022, the school underwent an expected Ofsted Social Care inspection of its provision for residential pupils (Boarders), and was awarded the following judgements:

Overall experiences and progress of children and young people, taking into account:	Outstanding
How well children and young people are helped and protected	Outstanding
The effectiveness of leaders and managers	Outstanding.

The school is approved by the Council for the Registration of Schools Teaching Dyslexic pupils (CRSTeD), 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 CRSTeD 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 2022 many actions were implemented in accordance with advice and recommendations provided by our external Health & Safety, Fire and other consultants.

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 school continued to implement its ambitious three-year strategic I.T. development plan, the year ending 31st August 2022 forming the second in the three-year plan. This included the provision of one-to-one devices for staff, the provision of docking-stations in classrooms and offices, and the rewiring of the entire campus in readiness for the installation of an upgraded wireless Internet system.

During the year, a new Head of Human Resources was appointed in order to support governors and leaders in strategic planning of human resources.

Recommendations from the external review of governance, commissioned by the Board of Governors in June 2021, were implemented, realising increase in the number of governors on the board, changes to the responsibilities and structures of governors' standing committees, and the appointment of a dedicated Assistant Clerk to the Governors.

A full evaluation of the school's strengths and opportunities for development was commenced by the school's leadership and management, responding to the government's Schools white paper and SEND (Special Educational Needs and Disabilities) Review, and to the interim and final reports published by The Times Education Commission. This evaluation process will realise, in early 2022-23, a revision of the School Development Plan. Such self-evaluation and external evaluation exercises are integral to the school's sustained efficacy and to realising our vision, and reflect our unrelenting pursuit of continuous improvement for the benefit of all pupils' experiences, progress and outcomes.

Future plans

The key areas of focus for strategic management and development planning for the 2022-23 year and beyond comprise:

- delivery of all aspects of the School Development Plan;
- effective, continuous evaluation and strategic-development planning addressing strengths and opportunities;
- 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;
- development of the charity's wider strategy.

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 development of governance arrangements continues to be a priority, ensuring effective succession-planning for governance and robust provision of support and challenge for senior leaders and the wider staff and school community.

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 in the 2020-21 academic year 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.

Good progress in implementing this plan has been made to date, and the governors remain committed to this investment in the school's future.

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:

- re-development of the St Matthew's and Coach House 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 (planning has been approved - expected completion 2024);
- 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 (with delays to the planning-process, it is envisaged that this project will take place in 2024-25);

- re-development of the St David's and I.T. Support Services block (expected completion 2027);
- re-development of the Don Bosco Mathematics department block (expected completion 2028);
- 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 2030).

Strategy

The governors and trustees keep under 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 2024 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 2022-23.

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

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

A review of the school's IT facilities has concluded that there is a considerable risk of failure, risking the school's ability to deliver education both on-site and remotely, and maintain its Administrative functions. This risk 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.

The political debate surrounding the charitable status of independent schools, and in particular, the imposition of VAT on independent school fees is taking on a higher profile. It appears likely that, if there is a change of government, a Labour administration will enact this change. With 60% of the school's fee income coming from Local Authorities, who will be able to recover their VAT, the risk to the school is

the effect on private parents' ability to fund an additional 20% (current rate of VAT) on the 40% fee income that they represent, which could lead to a fall in privately funded pupil numbers. Governors are closely monitoring this risk and looking at ways to mitigate its impact.

Similarly, this could remove the school's discount on Business Rates. This is also being closely monitored by governors and cost efficiencies to mitigate this increase in costs will be considered.

Finance review

The net income for the year comprised:

	2021-22	2020-21	Variance
Charitable Income	£9,283,072	£8,957,049	£326,023
Investments	£1,649	£408	£1,241
Donations etc.	£15,962	£3,448	£12,514
Total Gross Income	£9,300,683	£8,960,905	£339,778
Raising Funds Expenditure	£83,798	£116,305	£32,507
Charitable Expenditure	£8,746,154	£8,074,180	-£671,974
Total Expenditure	£8,829,952	£8,190,485	-£639,467
Net Income	£470,731	£770,420	-£299,689

With fees discounted in respect of remote learning 10% lower this year than last year, and fee rates increasing by 2%, income was £339,778 higher than last year. Expenditure overall was £639,467 higher than last year, of which just over half (£348,615) was in respect of increased staffing costs, including a 2.75% increase in basic rates and the cost of additional resources. The £290,852 increase in expenditure represents an overall increase in all cost centres.

Investment in Fixed Assets during the year comprised:

Freehold Land & Buildings	Site Development	£20,553
	St Matthews Development	£19,477
	MUGA, Pavilion & Roadway	£45,862
		£85,892
Furniture and Equipment	Drama Lighting	£30,571
	Pews	£4,400
	IT Strategic Project	£479,590
	Grounds Sweeper	£10,320
	Boiler Replacement	£49,380
		£574,261
	Total Additions	£660,153

Funds have been retained in preparation for the Site Development Project scheduled for 2022-23. This exciting project comprises the re-development of the St Matthew's and Coach House 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 (planning has been approved - expected completion 2024).

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. (Last year there were no fundraising activities with the public)

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 £1,607,000, 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 2022, the School held reserves of £2,767,431. 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 £11,696,650 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 £9,538 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 9th March 2023 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 2022 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 2022 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-compliance 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)**

Because of the inherent limitations of an audit, there is a risk that we will not detect all irregularities, including those leading to a material misstatement in the financial statements or non-compliance with regulation. This risk increases the more that compliance with a law or regulation is removed from the events and transactions reflected in the financial statements, as we will be less likely to become aware of instances of non-compliance. The risk is also greater regarding irregularities occurring due to fraud rather than error, as fraud involves intentional concealment, forgery, collusion, omission or misrepresentation.

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: 21 March 2023

*10 Queen Street Place
London
EC4R 1AG*

**STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR ENDED 31 AUGUST 2022**

		Unrestricted Funds £	Restricted Funds £	Total 2022 £	Total 2021 £
INCOME FROM:	Notes				
Charitable activities:					
- School fees receivable	1	9,087,282	-	9,087,282	8,743,725
- Other school income	2	195,790	-	195,790	213,324
Investments – interest		1,649	-	1,649	408
Voluntary sources:					
- Appeal and other donations		1,088	14,874	15,962	14,586
		<u>9,285,809</u>	<u>14,874</u>	<u>9,300,683</u>	<u>8,972,043</u>
EXPENDITURE ON:					
Raising funds:					
- Fundraising and development		14,195	-	14,195	19,635
- Finance and other costs		69,603	-	69,603	96,670
		<u>83,798</u>	<u>-</u>	<u>83,798</u>	<u>116,305</u>
Charitable Expenditure:					
School operating costs					
- Teaching costs		5,084,393	11,621	5,096,014	4,945,496
- Boarding and catering		1,334,903	-	1,334,903	1,299,222
- Premises		1,305,102	-	1,305,102	1,123,947
- Support and governance costs		1,010,135	-	1,010,135	707,080
Total expenditure	3	<u>8,818,331</u>	<u>11,621</u>	<u>8,829,952</u>	<u>8,192,050</u>
Net Income/net movement in funds		467,478	3,253	470,731	779,993
RECONCILIATION OF FUNDS					
Total funds brought forward		13,996,602	6,285	14,002,887	13,222,894
Total funds carried forward	12	<u>£14,464,080</u>	<u>£9,538</u>	<u>£14,473,618</u>	<u>£14,002,887</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 2022

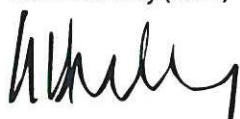
COMPANY NUMBER 523768

		2022		2021	
	Notes	£	£	£	£
FIXED ASSETS	5		13,478,999		13,274,709
CURRENT ASSETS					
Debtors	6	133,475		76,301	
Cash at bank and in hand		3,380,716		3,514,068	
		<u>3,514,191</u>		<u>3,590,369</u>	
CREDITORS: Amounts falling due within one year					
Fees in advance		(315,537)		(572,013)	
Other creditors	7	(471,689)		(583,302)	
		<u>(787,226)</u>		<u>(1,155,315)</u>	
NET CURRENT ASSETS			2,726,965		2,435,054
TOTAL ASSETS LESS CURRENT LIABILITIES			<u>16,205,964</u>		<u>15,709,763</u>
CREDITORS: amounts falling due after more than one year	8		(1,732,346)		(1,706,876)
TOTAL NET ASSETS			<u>£14,473,618</u>		<u>£14,002,887</u>
FUNDS:					
UNRESTRICTED FUNDS	12				
– GENERAL			2,767,430		2,551,604
– DESIGNATED			11,696,650		11,444,998
RESTRICTED FUNDS	12		9,538		6,285
TOTAL			<u>£14,473,618</u>		<u>£14,002,887</u>

The financial statements were approved and authorised for issue by the Board of Governors on 9th March, 2023 and were signed below on its behalf by:

Glenn Handley (Chair)

Pam Edworthy (Deputy Chair)




STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 AUGUST 2022

	2022		2021	
	£	£	£	£
Cash flows from operating activities:				
<i>Net cash provided by operating activities (Note 18)</i>		643,568		1,040,084
		<hr/>		<hr/>
Cash flows from investing activities:				
Interest from investments	1,649		408	
Interest payable on loans	(72,849)		(70,419)	
Purchase of tangible fixed assets	(660,152)		(400,054)	
Proceeds from sale of tangible fixed assets	1,790		1,174	
	<hr/>		<hr/>	
<i>Net cash used in investing activities</i>		(729,562)		(468,891)
		<hr/>		<hr/>
Cash flows from financing activities:				
Repayment of loan	(47,358)		(121,036)	
	<hr/>		<hr/>	
<i>Net cash used in financing activities</i>		(47,358)		(121,036)
		<hr/>		<hr/>
Change in cash and cash equivalents in the year		(133,352)		450,157
Cash and cash equivalents at the start of the year		3,514,068		3,063,911
		<hr/>		<hr/>
Cash and cash equivalents at the end of the year		<u>£3,380,716</u>		<u>£3,514,068</u>

ANALYSIS OF CHANGES IN NET DEBT

	At 1 September 2021 £	Cash flows £	Other non-cash changes £	At 31 August 2022 £
Cash and bank	3,514,068	(133,352)	–	3,380,716
	<hr/>	<hr/>	<hr/>	<hr/>

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

ACCOUNTING POLICIES FOR THE YEAR ENDED 31 AUGUST 2022

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 rising cost of living and inflationary pressures, 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 2022

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 received from the Department of Education under the Coronavirus Recovery Scheme).

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 2022

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.

ACCOUNTING POLICIES (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

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

j) Funds

The different funds are defined as follows:

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

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 2022**

1.	FEES RECEIVABLE			2022	2021
				£	£
	Fees receivable consist of:				
	School fees			9,826,827	9,657,235
	Less: bursaries, grants and allowances			(739,545)	(913,510)
				<u>£9,087,282</u>	<u>£8,743,725</u>
				=====	=====
2.	CHARITABLE ACTIVITIES – OTHER INCOME			2022	2021
				£	£
	Extras and other educational income			87,937	58,700
	Registration fees/FIL			23,162	22,500
	Government grants – job retention scheme			52,670	121,486
	Sundry income			32,021	10,638
				<u>£195,790</u>	<u>£213,324</u>
				=====	=====
3.	ANALYSIS OF TOTAL EXPENDITURE - 2022				
		Staff costs	Other	Depreciation	Total
		£	£	£	2022
					2021
					£
	Raising funds:				
	Fundraising and development	–	14,195	–	14,195
	Finance costs	–	69,603	–	69,603
	Charitable Activities:				
	School operating costs:				
	Teaching	4,637,623	458,391	–	5,096,014
	Boarding and catering	852,008	482,896	–	1,334,904
	Premises	241,352	621,219	442,530	1,305,101
	Support and governance	698,257	311,878	–	1,010,135
		<u>£6,429,240</u>	<u>£1,958,182</u>	<u>£442,530</u>	<u>£8,829,952</u>
		=====	=====	=====	<u>£8,192,050</u>
		=====	=====	=====	=====

**NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2022**

ANALYSIS OF TOTAL EXPENDITURE – 2021

	Staff costs	Other	Depreciation	Total 2021
	£	£	£	£
Raising funds:				
Fundraising and development	-	19,635	-	19,635
Finance costs	-	96,670	-	96,670
Charitable Activities:				
School operating costs:				
Teaching	4,564,809	380,687	-	4,945,496
Boarding and catering	902,589	396,633	-	1,299,222
Premises	156,728	585,167	382,051	1,123,946
Support and governance	456,499	250,582	-	707,081
	<u>£6,080,625</u>	<u>£1,729,374</u>	<u>£382,051</u>	<u>£8,192,050</u>
	=====	=====	=====	=====

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

	2022 £	2021 £
Administrative staff costs	698,257	456,499
Termination settlement	24,771	10,000
Office running costs	52,493	45,152
Professional fees	84,222	43,690
Travel	1,371	714
Other	132,291	132,819
Governance costs	16,730	18,206
	<u>£1,010,135</u>	<u>£707,080</u>
	=====	=====
Expenditure includes:		
Auditors remuneration: Audit	13,200	12,360
Operating lease payments – plant, machinery and minibuses	36,435	35,543
Interest payable on loans	72,849	70,419
Depreciation	442,530	382,051

**NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2022**

4. STAFF COSTS:	2022	2021
	£	£
Salaries and wages	5,178,017	4,893,150
Social security costs	517,019	478,189
Pension contributions	722,806	699,514
Apprentice Levy	10,827	9,772
Termination Settlement	24,771	10,000
	<u>£6,453,440</u>	<u>£6,090,625</u>
	=====	=====

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

	2022	2021
Teaching	115	118
Other	60	55
	<u>175</u>	<u>173</u>
	=====	=====

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

Teaching – full-time	72	72
Teaching – part-time	27	27
	<u>99</u>	<u>99</u>
Other – full-time	26	27
Other – part-time	22	16
	<u>48</u>	<u>43</u>
Total full-time equivalent employees	<u>147</u>	<u>142</u>
	=====	=====

No trustee earned any remuneration in either the current or previous financial years. The School paid for seven governors to obtain training and to attend forum meetings amounting to £1,540 Course fees only, no travel (2021 the school paid for one governor to attend training courses amounting to £4,266). There were no reimbursed expenses to trustees in the year.

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2022

The company is a registered charity and therefore not liable to taxation on its charitable income or capital gains. During the year there were three higher paid employees earning between £60,000-£70,000; one between £80,000 - £90,000; and one between £110,000-£120,000 (2021: one between £90,000-£100,000 and one between £150,000-£160,000). The school made employer's pension contributions of £62,506 (2021: £71,365) on behalf of the higher paid employees.

Staff benefits paid to key management personnel amounted to £ 587,599 (2021 - £614,974).

5. FIXED ASSETS	Freehold Land	Freehold Buildings	Furniture & Equipment	Motor Vehicles	Total
	£	£	£	£	£
COST					
As at 1 September 2021	1,321,036	15,140,088	1,299,465	63,052	17,823,641
Additions	-	85,892	574,261	-	660,153
Disposals	-	-	455,464	14,000	469,464
As at 31 August 2022	1,321,036	15,225,980	1,418,262	49,052	18,014,330
DEPRECIATION					
As at 1 September 2021	-	3,554,976	934,720	59,240	4,548,936
Charge for year	-	304,945	150,430	486	455,861
Disposals	-	-	455,464	14,000	469,464
As at 31 August 2022	-	3,859,921	629,684	45,726	4,535,331
NET BOOK VALUE					
At 31 August 2022	£1,321,036	£11,366,059	£788,578	£3,326	£13,478,999
	=====	=====	=====	=====	=====
At 31 August 2021	£1,321,036	£11,585,112	£364,748	£3,813	£13,274,709
	=====	=====	=====	=====	=====

The net book value of assets held under finance lease and hire purchase agreements at 31 August 2022 was £nil(2021: £13,332). These assets are all operational.

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2022

6. DEBTORS	2022	2021
	£	£
Fee debtors	28,144	23,104
Sundry debtors	36,141	21,698
Prepayments	69,190	31,499
	<hr/>	<hr/>
	£133,475	£76,301
	=====	=====
 7. OTHER CREDITORS: amounts falling due within one year	 2022	 2021
	£	£
Trade creditors	113,236	130,451
Social security and other taxes	126,239	118,157
Other creditors	162,556	171,547
Accruals	19,658	26,985
Bank loan (see note 9 below)	50,000	122,830
Obligations under finance leases (see below)	-	13,332
	<hr/>	<hr/>
	£471,689	£583,302
	=====	=====
 8. CREDITORS: amounts falling due after one year	 2022	 2021
	£	£
Bank loan (see note 9 below)	1,732,346	1,706,876
Obligations under finance leases	-	-
	<hr/>	<hr/>
	£1,732,346	£1,706,876
	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2022

9. BANK LOANS	2022	2021
	£	£
Bank loans are payable as follows:		
Within one year	50,000	122,830
Within one to two years	50,000	127,643
Between two and five years	150,000	593,635
After five years	1,532,346	985,598
	<u>£1,782,346</u>	<u>£1,829,706</u>
	=====	=====

The above loan is was renewed in the year at a rate of 1.75% above base rate This agreement runs until 2027 when it is expected to be renewed.

The loan is secured on the school's freehold property.

10. FINANCE LEASES	2022	2021
	£	£
The total future minimum lease payments were as follows:		
Due within one year	-	13,333
	<u>-</u>	<u>£13,333</u>
	=====	=====

11. MEMBERS GUARANTEE

The Gard'ner Memorial Limited is a company limited by guarantee. There is therefore no share capital. At 31 August 2022 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 2022

12. MOVEMENT IN FUNDS - 2022	Balance at 1 September 2021 £	Income £	Expenditure £	Transfers £	Balance at 31 August 2022 £
Unrestricted					
- General Fund	2,551,599	9,285,809	(8,820,331)	(249,647)	2,767,430
- Designated Fund	11,445,003			251,647	11,696,650
Restricted					
- Appeal Fund	2,000			(2,000)	-
- Facilities Fund	4,285	14,874	(9,621)		9,538
	<u>£14,002,887</u>	<u>£9,300,683</u>	<u>£8,829,952</u>	<u>£-</u>	<u>£14,473,618</u>
	=====	=====	=====	=====	=====

Facilities Fund consists of various donations towards various school facilities. The balance will be spent in 2022/22.

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 - 2021	Balance at 1 September 2020 £	Income £	Expenditure £	Transfers £	Balance at 31 August 2021 £
Unrestricted	1,901,592	8,966,193	(8,190,485)	(125,701)	2,551,599
- General Fund	11,319,302	-	-	125,701	11,445,003
- Designated Fund					
Restricted	2,000	-	-	-	2,000
- Appeal 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>
	=====	=====	=====	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2022

13. ANALYSIS OF NET ASSETS BETWEEN FUNDS – 2022

	Fixed Assets £	Net Current Assets £	Long Term Liabilities £	Total £
Unrestricted	13,478,998	2,717,427	(1,732,348)	14,464,077
Restricted	-	9,538	-	9,538
	<u>£13,478,998</u>	<u>£2,726,965</u>	<u>£(1,732,348)</u>	<u>£14,473,615</u>
	=====	=====	=====	=====

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

14. CAPITAL COMMITMENTS

	2022 £	2021 £
Commitments for future capital expenditure not provided for in these accounts are:		
Authorised and contracted for	1,754,085	1,754,085
	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2022

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 £583,758 (2021: £518,457) and at the year-end £67,862 (2021 - £66,836) 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 2021, confirmed that the employer contribution rate for the TPS would increase from 16.4% to 23.6% from 1 September 2021. 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 2021. 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 2022 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 2022

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 2021, 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 2022 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 £14,533 (2021 - £14,093) outstanding at the year-end.

16. OPERATING LEASE COMMITMENTS

2022	2021
£	£

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

Within 1 year	36,867	38,609
Between 2 – 5 years	77,477	111,800
	<hr/>	<hr/>
	114,344	£150,409
	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2022

17. RELATED PARTY TRANSACTIONS

One Related Party Transaction took place in 2021-22. 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

	2022	2021
	£	£
Net income for the reporting period (as per the statement of financial activities)	470,731	779,993
Depreciation	442,530	395,389
Profit on disposal of fixed assets	(1,790)	(1,174)
Interest receivable	(1,649)	(408)
Interest payable	72,849	70,419
(Increase) in debtors	(57,177)	(151)
(Decrease) in creditors	(281,926)	(203,984)
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Net cash provided by operating activities	643,568	£1,040,084
	=====	=====

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 2022

21. STATEMENT OF FINANCIAL ACTIVITIES - 2021

	Unrestricted Funds £	Restricted Funds £	Total 2021 £
INCOME FROM:			
Charitable activities:			
- School fees receivable	8,743,725	-	8,743,725
- Other school income	213,324	-	213,324
Investments – interest	408	-	408
Voluntary sources:			
- Appeal and other donations	8,736	5,850	14,586
	<u>8,966,193</u>	<u>5,850</u>	<u>8,972,043</u>
EXPENDITURE ON:			
Raising funds:			
- Fundraising and development	19,635	-	19,635
- Finance and other costs	96,670	-	96,670
	<u>116,305</u>	<u>-</u>	<u>116,305</u>
Charitable Expenditure:			
School operating costs			
- Teaching costs	4,943,931	1,565	4,945,496
- Boarding and catering	1,299,222	-	1,299,222
- Premises	1,123,947	-	1,123,947
- Support and governance costs	707,080	-	707,080
	<u>8,190,485</u>	<u>1,565</u>	<u>8,192,050</u>
Total expenditure	<u>8,190,485</u>	<u>1,565</u>	<u>8,192,050</u>
Net Income/net movement in funds	<u>775,708</u>	<u>4,285</u>	<u>779,993</u>
RECONCILIATION OF FUNDS			
Total funds brought forward	<u>13,220,894</u>	<u>2,000</u>	<u>13,222,894</u>
Total funds carried forward	<u>£13,996,602</u>	<u>£6,285</u>	<u>£14,002,887</u>

**DETAILED ANALYSIS OF INCOME
FOR THE YEAR ENDED 31 AUGUST 2022 UNAUDITED**

	2022	2021
	£	£
FEES RECEIVABLE		
Gross fees	9,826,827	9,657,235
Less bursaries, grants and allowances	(739,545)	(913,510)
	<u>9,087,282</u>	<u>8,743,725</u>
Extras receivable and other educational income	87,937	58,700
	<u>9,175,219</u>	<u>8,802,425</u>
BANK AND OTHER INTEREST	1,649	408
	<u>9,176,868</u>	<u>8,802,833</u>
DONATIONS	1,088	14,586
OTHER INCOME		
Registration fees	23,162	22,500
Other school income	84,691	132,124
	<u>107,853</u>	<u>154,624</u>
TOTAL OPERATING INCOME	<u>9,285,809</u>	<u>8,972,043</u>
TOTAL RESTRICTED INCOME	14,874	-
TOTAL INCOME	<u>9,300,683</u> =====	<u>8,972,043</u> =====

**DETAILED ANALYSIS OF EXPENDITURE
FOR THE YEAR ENDED 31 AUGUST 2022**

CHARITABLE EXPENDITURE	2022	2021
	£	£
TEACHING COSTS		
Teaching staff salaries	4,637,623	4,564,809
Cost of extras	95,428	66,539
Courses	43,846	46,590
Teaching materials	319,117	267,558
	<hr/>	<hr/>
	5,096,014	4,945,496
	<hr/>	<hr/>
BOARDING AND CATERING		
Catering staff salaries	215,891	188,841
Catering costs	447,276	359,461
Cleaning staff salaries	241,111	282,916
Cleaning costs	26,543	29,968
Laundry – staff salaries	22,035	21,544
Laundry – other	9,144	7,204
Care staff salaries	372,903	409,288
	<hr/>	<hr/>
	1,334,903	1,299,222
	<hr/>	<hr/>
PREMISES		
Insurance	50,763	47,836
Rates and water	37,440	43,811
Light and heat	163,402	154,769
Maintenance staff salaries	241,352	156,728
Garden and grounds	96,799	35,631
Repairs and maintenance	246,353	274,778
Trade refuse	26,463	28,343
Depreciation	442,530	382,051
	<hr/>	<hr/>
	1,305,102	1,123,947
	<hr/>	<hr/>

**DETAILED ANALYSIS OF EXPENDITURE ACCOUNT
FOR THE YEAR ENDED 31 AUGUST 2022**

	2022	2021
	£	£
OTHER SUPPORT COSTS		
Staff salaries	698,256	456,499
Staff recruitment	12,805	23,385
Staff travel	1,371	714
Printing, postage and stationery	14,251	9,334
Telephone	38,241	35,818
Motor	41,401	30,033
Sundry costs	51,600	59,086
Subscriptions and donations	24,223	16,188
H M Discretionary	2,265	4,127
Professional and other costs	84,222	43,690
Termination settlements	24,770	10,000
	<hr/>	<hr/>
	993,405	688,874
	<hr/>	<hr/>
GOVERNANCE COSTS		
Audit and accountancy (inc £4,286 Gov costs)	15,270	18,206
Governor expenses	1,460	4,286
	<hr/>	<hr/>
	16,730	18,206
	<hr/>	<hr/>
PUBLICITY AND FUNDRAISING		
Promotion	14,195	19,635
	<hr/>	<hr/>
FINANCE COSTS		
Bank charges and interest payable	8,162	9,383
Hire purchase charges (is actually all loan & mort interest)	72,849	70,419
Bad debts	(11,408)	16,868
	<hr/>	<hr/>
	69,603	96,670
	<hr/>	<hr/>
TOTAL EXPENDITURE	8,829,952	8,192,050

TOTAL INCOME	9,300,683	8,972,043
	<hr/>	<hr/>
SURPLUS FOR YEAR	470,731	£779,993
	<hr/>	<hr/>