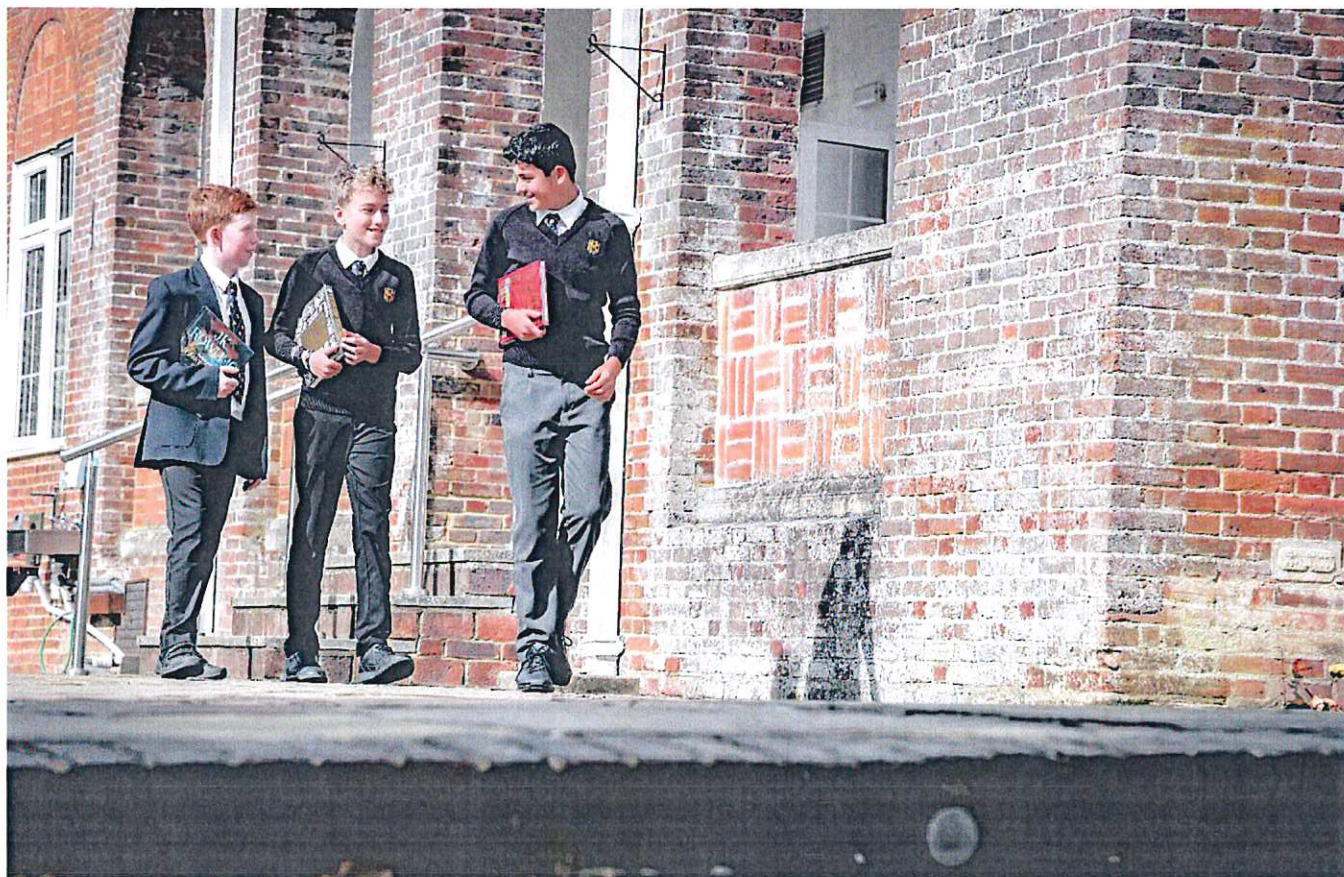




The Gard'ner Memorial Ltd
(A company limited by guarantee)
Trading as More House School

Governors' Report and Financial Statements
For year ending 31st August 2023

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 (Chair)*1*3
Mrs Pamela Edworthy BSc (Hons) PGDip PGCE (Deputy Chair)*2,*4
Mr Andrew Routley (appointed 29.09.2022) *1
Mrs Suzie Brand *3 *4
Mr Robert Forster MSc BSc *1
Ms Lindsay Gowland MA (Ed.) ACIS (resigned 02.06.2023) *3
Mr Gary Hay BA (Hons) *1, *3
Mrs Alison Reynolds (appointed 15.06.2023) *3
Mr Graham Spawforth MA Med PGCE *2
Fr Nicholas Gosnell *2
Mr Michael Sicely (resigned 31 December 2023) *1
Mrs Christine Goodyear LL.B
Ms Kyla DeSousa (appointed 5 February 2024)

Website
Auditors
Bankers
Solicitors
Key Executives

www.morehouseschool.co.uk
Haysmacintyre LLP, Fairfax House, 15 Fullwood Place, London, WC1V 6AY
Barclays Bank PLC, 1 Churchill Place, Canary Wharf, London E14 5HP
GBH Law, 7/8 Innovation Place, Douglas Drive, Godalming, Surrey, GU7 1JX
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

'This is a school where high ambitions underpin every aspect of day-to-day life.'

'The school has been rated outstanding for some time, yet has not stood still in its ambition to evolve and to improve.'

Ofsted, March 2023

The 2022-23 academic and financial year has been one of excitement and high achievement for our school community, guided by our shared vision, mission and values.

We aim to provide the best possible environment in which our pupils are empowered to transform their futures, governed by our community's commitment to the values of kindness, spirit and responsibility.

This sentence describes everything we do and gives a clear sense of direction for the future.

Too many children are failed by the limitations of their educational environment. Experiencing weakness in their developmental language, in their literacy, in their ability to manage competing sensory information and to sustain attention, they become certain they are not clever, and lose their confidence in themselves and in their surroundings. Frightened of a future in which they cannot see themselves as successful, they struggle to show the resilience necessary to face the challenge of the classroom; a classroom in which the narrow focus of assessment emphasises their weaknesses and hides from them their natural strengths. One-to-one interventions, or withdrawal from the class cement their social isolation and feelings of inadequacy.

At More House School, we believe in helping our students to find their talents and interests. We show them an exceptionally broad, ambitious mainstream curriculum in which classroom teaching, in every lesson, is adapted to meet their learning support needs. We teach them the skills to enable their independence in the classroom and socially. We foster their aspiration.

Ours is a unique school, in which our inspirational teachers, therapists, pastoral and residential staff, and all our community, work together to make our children powerful in their own lives, realising exceptional results in public examinations and in their social experiences, leading to successful transitions into university, further study, vocational training and the work place.

We were thrilled with our students' exam results this summer 2023, in which 77% of GCSE and equivalent BTEC grades were awarded at 9 to 4 (A* to C, or Distinction* to Level 2 Pass); 68% of our Year Eleven pupils achieved at least five A* to C equivalent grades; and 57% of candidates achieved at least five A* to C equivalent grades including GCSE English and GCSE Mathematics. Half of students achieved at least one grade at 9 to 7 (equivalent to A* to A, or Distinction* to Distinction), and they beat the national averages for good passes in GCSE English and in GCSE Mathematics.

In our Sixth Form, students achieved a 91% Pass rate at GCSE and equivalent Level 3 BTEC combined, with 55% of grades awarded at A* to C (Distinction* to Merit). A large majority of our Sixth Form leavers progressed to university degree study in courses as varied as Acting, Animal Behaviour, Architecture, Biomedicine, Biochemistry, Computer Games Design, Computer Science and Cybersecurity, Film, Mechanical Engineering, Paramedic Science, Politics, and Television Production and Media.

In February 2023, the success of our senior pupils' musical theatre production of *Rockbeth* – an innovative marrying of Shakespeare with popular rock anthems – led to a project to take it to the Edinburgh Fringe; the world's largest arts festival. After some whole community fundraising, the cast, musicians and crew performed a week's run in Edinburgh during August 2023, to sell-out audiences.

In March 2023, the school underwent two routine inspections by the Department for Education's schools and social care inspectorate, Ofsted. The inspection teams found our school community and provision to be of the highest possible standards, reaffirming the top grade in every single judgement area, of both inspection reports. The inspectors recognised the strength of aspiration which drives every aspect of our school, publishing:

'This is a school where high ambitions underpin every aspect of day-to-day life.'

And recognising the tireless energy of our leadership team:

'The school has been rated outstanding for some time, yet has not stood still in its ambition to evolve and to improve.'

Careful stewardship of the charity's resources, and prudent financial management during a period of challenge for the independent school sector and for charitable schools, is vital to the continued growth and success of More House School, recognising the majority of the school's income is from local government. The substantial jumps in employers' contributions towards the national Teachers' Pension Scheme, in 2019, and expected again in 2024, present great additional burden on independent schools for no improvement in teachers' conditions. During the year, the school's governors revisited previous years' examination of the associated risks and presented to the school's teaching staff a proposal for exiting the national scheme and replacing it with a defined contribution scheme in which costs could be controlled. This took the form of a formal consultation with affected staff, leading to industrial action by members of two trade-unions. A successful resolution, welcomed on both sides, was secured early in the autumn of 2023, protecting the charity from future increases, with the employer's contribution rate, for teaching staff pensions, at 21.3% of salary, taking effect from 1st September 2024.


In July 2023, we presented our annual Founder's Day ceremony and celebrations, marking the successful conclusion of the school year and celebrating every individual pupil's progress and success over the year. We were honoured to host local double Paralympic Gold medallist, Rachel Morris MBE, who presented pupils' awards and delivered an inspirational address. Such events are powerful in demonstrating to our students, explicitly, their achievements and worth, encouraging their sense of self-efficacy and potential. As ever, we were delighted to welcome back so many More House alumni.

Core to the school's mission is the quality of its staff and support for their continued professional development. The school's nationally-accredited Level 3 and 4 training and awards complement a much wider programme of in-service training activities, including external trainers and the sharing, internally and through our outreach work, of our own knowledge and best-practice. An important project through the year and into the future is the adoption of a coaching model, enabling colleagues to support one another to be self-reflective practitioners, aspirational for their professional development in order to benefit our pupils. Engaging more of our expert practitioners in delivering outreach training, supporting external professionals, other schools and pupils' parents has many benefits.

Planning for the continued investment in our school campus and facilities has also remained a priority. We have developed plans for replacing buildings, for extending pupils' sports resources and for improving the safety of pedestrians and vehicles, with a key ambition being to reduce, as far as possible, the impact of the school's day-to-day operations on neighbouring residents, especially relating to traffic congestion.

Our long-term ambition, as our school has grown so significantly over the years, remains to expand our operations to afford a greater number of children and young people with learning challenges, access to our uniquely powerful and transformative educational model. We wish to be in a position to support female pupils as well as male, and continue to explore possible opportunities for developing a second school site whilst ensuring the quality and sustainability of the outstanding provision of More House School, Frensham, remains assured.

Signature:


G. Handley, Chair of Trustees

Date:

7/3/2024

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 2023, 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 mission is:

To empower our pupils to transform their futures.

Our values are:

Kindness, Spirit, Responsibility

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 2023, 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 Governance and Nominations Committee, which makes recommendations to the full board for such appointments. All appointments are approved at a meeting of the full Board of Governors. New governors are required to engage in a programme of induction to ensure they understand their duties and responsibilities, the objectives and operations of the school, and the roles of senior managers. It is important that members of the Board of Governors have the capacity both to support the school's executive, and to provide robust professional challenge to promote the best interests of all pupils and of the charity. Ongoing development for governors is supported through training events on and off-site, incorporating in-house and external expertise.

Members of the Board of Governors serve on one or more of the 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, and often members of the school's wider Senior Management Team. 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 Residential)
- 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 Residential). 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. The full-time Head of Safeguarding oversees the school's safeguarding team, and is supported by deputy DSLs. 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.

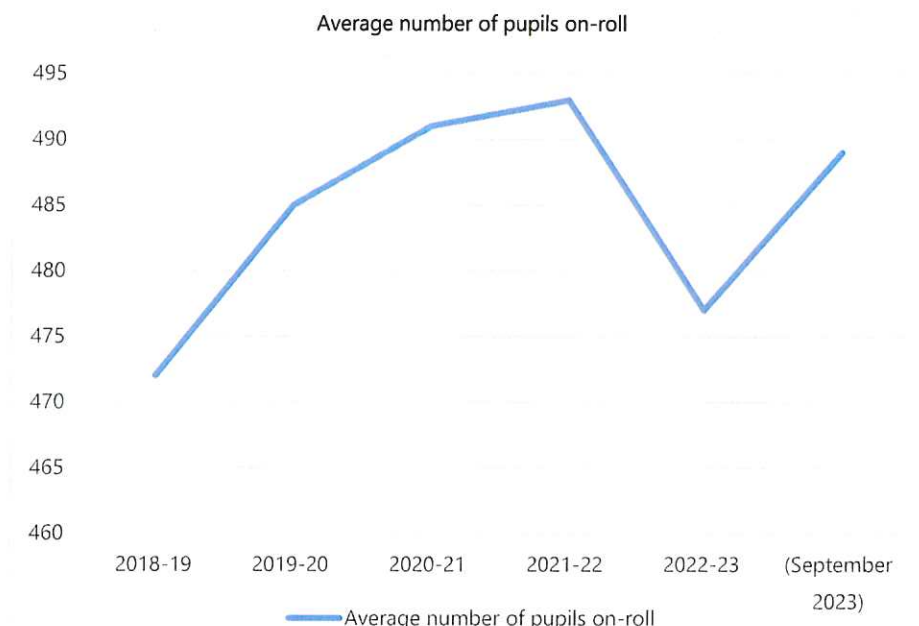
Main aims and achievements

Our primary aims through the 2022-2023 academic year comprised:

- the provision of outstanding, transformative education for our pupils, all of whom experience challenges associated with Specific Learning Difficulties, Developmental Language Disorder 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;
- successful external audit in the form of an anticipated whole-school Ofsted inspection and aligned Ofsted Social Care inspection of the residential provision;
- 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 third year of our ambitious, three-year I.T. strategy;
- the design and adoption of a sustainable financial strategy relating to the costs of teachers' pensions;
- the design and implementation of a new process for supporting the continued professional development of employees in pupil-facing roles.

Education and outcomes

The number of children and young people supported by the school's specialist approach and provision fell for the 2022-23 academic year, with an average of 477 on the pupil roll compared with the previous year's 493 and previously 491 (2020-21). This fall was caused by an unusually low retention of pupils from Year Eleven into the Lower Sixth coinciding with a larger than usual number of pupils completing only a single year in the Sixth Form, pursuing Level 2 (GCSE and equivalent) programmes of study in preparation for progression to Further Education elsewhere. However, the pupil-roll for the start of the new academic year, in September 2023, demonstrated clear indication of recovery, with 489 on-roll, and additions to roll expected through the course of the year, in line with previous experience. In fact, forecasts through the course of the 2022-23 year, for future years, led to the school submitting to the Department for Education (DfE), an application for material change in respect of increasing the pupil-roll capacity of the school, from 490 to 515. At the time of the year-end, on 31st August 2023, this had not yet been processed by the DfE.



Outcomes for pupils in the 2022-23 academic year 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

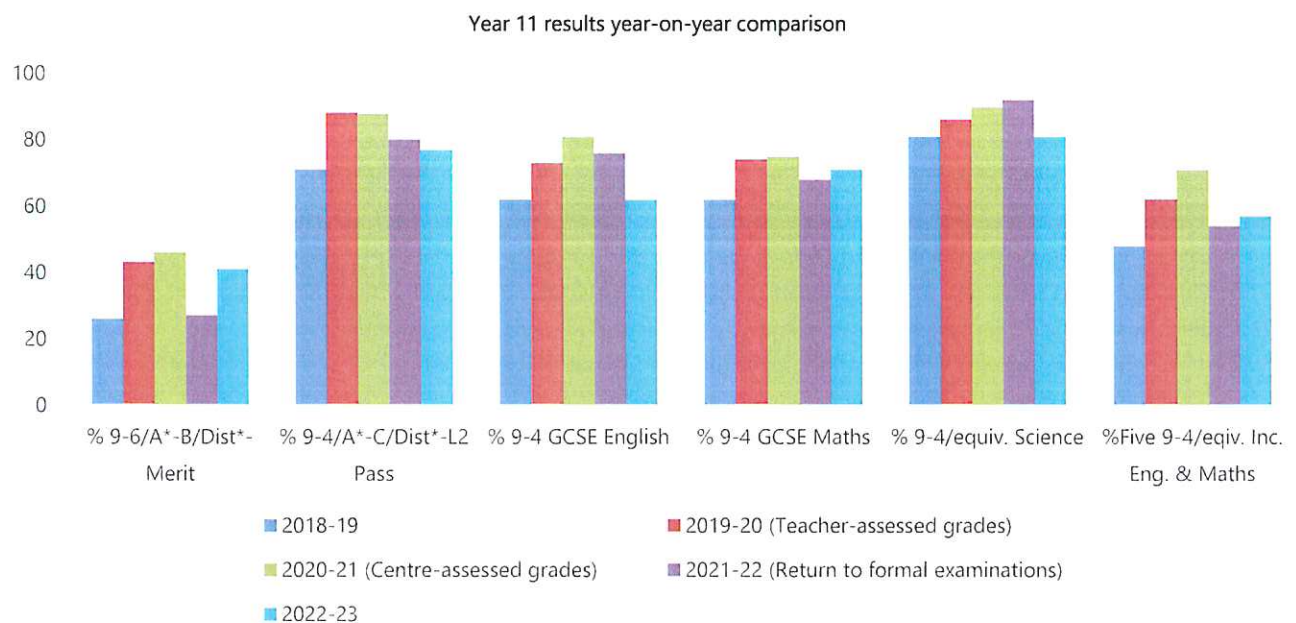
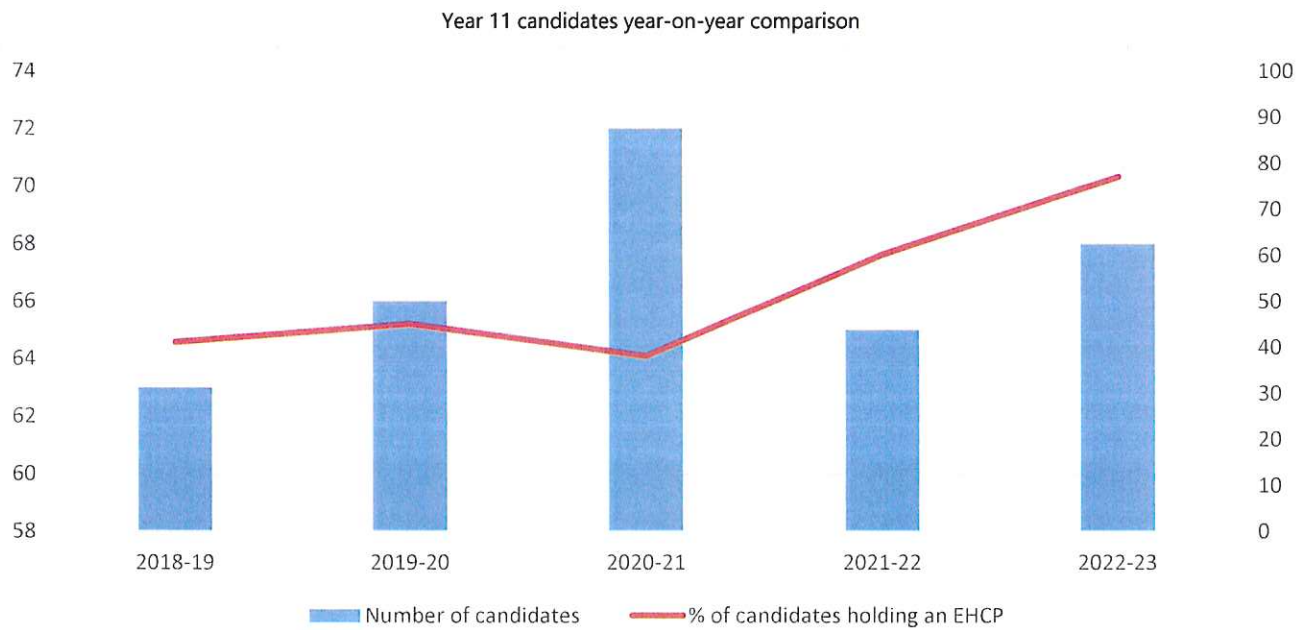
Our senior pupils realised impressive results in their final grades for accredited courses at Level 2 (GCSE and equivalent) and at Level 3 (A Level and equivalent).

Year Eleven results, summer 2023:

All 68 candidates overcame the challenges of Dyslexia, Developmental Language Disorder or associated Special Educational Needs, and 77% (60% in the 2021-22 academic year) of candidates held Education, Health and Care plans. This indicates a weaker cohort in the 2022-23 academic year compared with previous years, requiring a greater level of support. In spite of this,

- 77% of grades awarded at 9 to 4 (A* to C, or Distinction* to Level 2 Pass);
- 68% of candidates achieved at least five A* to C equivalent grades;
- 57% of candidates achieved at least five A* to C equivalent grades including GCSE English and GCSE Mathematics;
- 50% of candidates achieved at least one grade at 9 to 7 (equivalent to A* to A, or Distinction* to Distinction);
- 69% of candidates achieved at least one grade at 9 to 6 (equivalent to A* to B, or Distinction* to Merit);
- 62% achieved a 9 to 4 Pass in GCSE English (beating the England Male national average by 4%);
- 71% achieved a 9 to 4 Pass in GCSE Mathematics (beating the England Male national average by 10%);
- 81% achieved a 9 to 4 Pass in GCSE Science, or the equivalent Level 2 Pass in BTEC Science.

Whilst the number of candidates has fluctuated over the past five years, there has been a trend of a greater proportion of candidates being the subject of an Education, Health and Care Plan (EHCP), indicating a greater degree of special educational need.

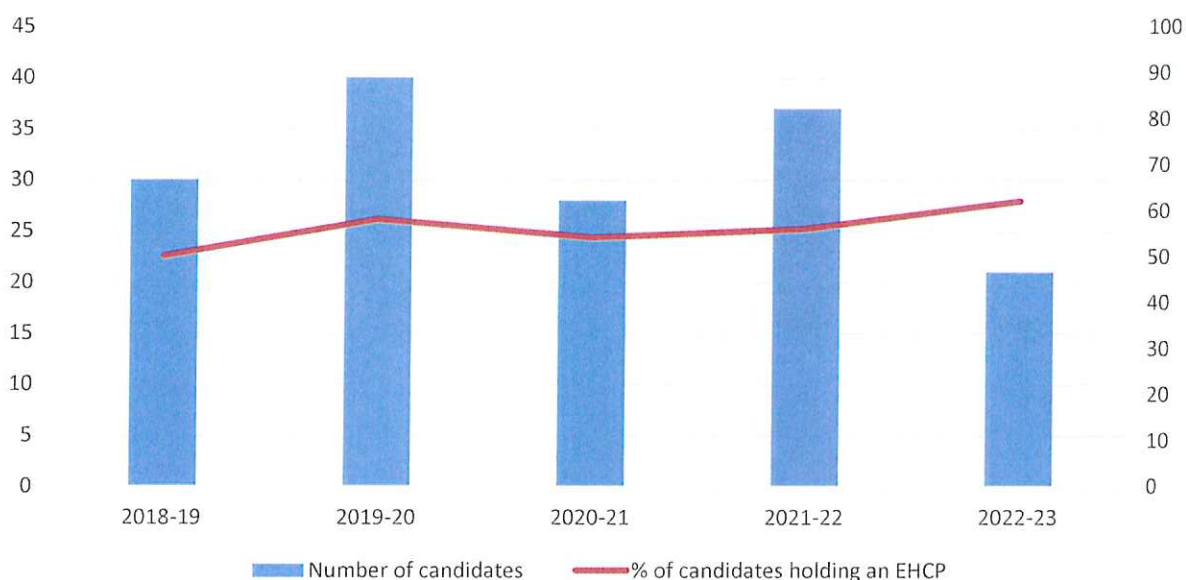


Upper Sixth results

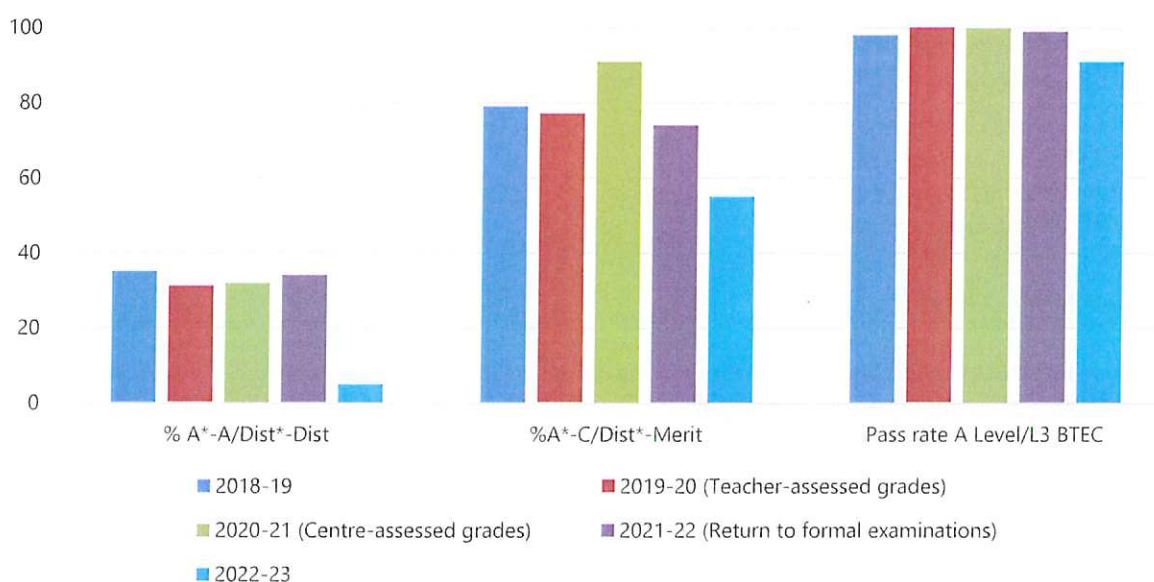
All 21 Level 3 (Advanced Level and equivalent) candidates overcame their challenges of Dyslexia, Developmental Language Disorder or associated Special Educational Needs, and 62% held Education, Health and Care plans (compared with 56% in the previous year).

- 5% of A Level and equivalent Level 3 BTEC grades awarded at A* to A (Distinction* to Distinction);
- 55% of grades awarded at A* to C (Distinction* to Merit);
- 91% Pass rate at A' Level and equivalent Level 3 BTEC combined.

Upper Sixth candidates year-on-year comparison



Upper Sixth results year-on-year comparison



Leavers' destinations

Of our 24 Upper Sixth students who completed their studies in summer 2023, 71% progressed directly into Higher Education (compared with 57% in the previous academic year), 17% to specialist Further Education or vocational training, 4% into employment, 4% into a modern apprenticeship, and 4% into a gap-year, pending deferred entry to university.

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-laundry. Boarders are supported to develop confidence and

skills in managing domestic functions in preparation for independent living after school, and they have enjoyed preparing their own breakfasts and evening meals, managing their laundry, and ironing.

External audit

Ofsted

More House School is subject to external quality-assurance processes implemented by the regulator, the Department for Education. During the year ended 31st August 2023, the school underwent two inspections, which took place simultaneously, in March 2023. These comprised a routine, full school inspection, and a routine, full Social Care inspection of provision for residential pupils (boarders). The highest grade was awarded in every category of each inspection:

March 2023 Ofsted inspection of More House School

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Overall effectiveness at previous inspection (March 2019)	Outstanding
Does the school meet the independent school standards?	Yes

The inspection report offered no recommendations for improvement.

March 2023 Ofsted (Social Care) inspection of More House School (provision for residential pupils)

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
Date of last inspection: 18 January 2022	
Overall judgement at last inspection: Outstanding	

In their reports, the inspectors wrote:

[More House 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.

This is a school where high ambitions underpin every aspect of day-to-day life.

Students' progress as a result of their time at this school is excellent.

Students talk passionately about 'gigantic' improvements in their personal and social development.

The school has been rated outstanding for some time, yet has not stood still in its ambition to evolve and to improve.

The school is fantastic and has been a life saver for my son

I thank God for this school. They are doing wonderful work for my son. I am very grateful

They have transformed not only our child but our whole family

Staff provide students with care and support which has a transformational impact on their lives.

Students talk passionately about 'gigantic' improvements in their personal and social development.

Students' progress as a result of their time at this school is excellent.

Feedback from parents and professionals is consistently positive about the life-changing progress that students make.

Students feel deeply connected to the school, forming close bonds with staff and fellow students.

Staff enjoy and value every student's uniqueness, idiosyncrasies and personality. Staff create a culture that is inclusive and celebrates individual difference. Students say that they can be themselves without fear of stigma.

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, although CReSTeD has extended this to 2024 owing to a backlog of quality-assurance visits resulting from the COVID-19 pandemic.

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

Independent Schools Teacher Induction Panel (ISTIP)

The school uses the Independent Schools Teacher Induction Panel to support its provision for newly qualified teachers (now known as Early Career Teachers, or ECTs) as they complete the Early Career Framework (ECF). The ISTIP conducts quality-assurance visits of its partner schools to ensure compliance with the standards, and to promote best-practice. The most recent quality-assurance visit by ISTIP for More House School took place on 9th May 2023. The consultant's report confirmed that the school remains compliant, and required no further action to be taken.

The assessor wrote:

The sense of community and the culture of support is evident in all that happens at More House and without exception all staff, from the Induction Lead to the ECTs, commented on how well they are supported and how easy communication is with everyone.

Perhaps the most striking element of my visit was the consistent thread in my conversations with the ECTs of the support they receive.

The Headmaster is very clearly aware of the progress of the ECTs. He meets the Deputy Head (Curriculum) every week who keeps him informed and he discusses each ECT with the IL at the end of every term before signing their Progress Reviews/Assessments. The governors are made aware of their responsibilities, as set out in section 5.13 of the Statutory Guidance, in the Autumn Term of each year, with updates on the ECTs given by the Headmaster in the Spring and Summer Term meetings.

ISTIP, 2023

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

During the 2022-23 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 2022-23 academic year, we supported one unqualified teacher in the school through our More House Introduction to Teaching programme, completed successfully. We supported three other teachers in the school through their initial teacher-training year, with all 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, and a further four through their second ECT year. 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. 33 employees embarked on this induction programme through the course of the year ending 31st August 2023.

National Professional Qualifications (provided by The Best Practice Network and Outstanding Leaders Partnership)

More House School has taken advantage of fully-funded National Professional Qualifications (NPQs), with six staff engaged on programmes during the 2022-23 academic year:

- 1 X NPQLBC (National Professional Qualification in Leading Behaviour and Culture)
- 2 X NPQLT (National Professional Qualification in Leading Teaching and Learning, in a subject, year-group or phase)
- 1 X NPQLTD (National Professional Qualification in Leading Teacher Development)
- 1 X NPQH (National Professional Qualification for Headship)
- 1 X NPQEL (National Professional Qualification for Executive Leadership)

Four of these were twelve-month courses, and successfully completed by the 31st August 2023. The NPQH and NPQEL are eighteen-month programmes, with expected completion in April 2024.

National Vocational Qualifications (NVQ) in Residential Care

During the course of the year, three members of the residential staff team have been supported to study on the following NVQ courses:

- 2 X NVQ Level 3
- 1 X NVQ Level 5 (management)

Other higher qualifications

One middle-leader amongst the teaching staff has been supported by the school to pursue the Master of Arts Apprenticeship programme: MA Educational Leadership Apprenticeship, awarded by Coventry University.

Other miscellaneous training opportunities

Other training to support the school's staff has included:

- Mandatory training courses in many areas.
- Exam board and subject training courses.
- Learning Development Centre staff HCPC (Health Care Professionals Council) accreditation update courses for Occupational Therapists and Speech & Language Therapists.
- CPD visits to other schools.

Accredited CPD courses

The school supported its staff and other, external professionals, to develop their understanding and skills relating to pupils with Specific Learning Difficulties, Developmental Language Disorder, Autism and associated Special Educational Needs, through its suite of Level 3 and Level 4 CPD Standards accredited training and awards. These professional-development programmes are designed, published and delivered by More House School.

- Level 3 Award 'Effective SEND Support'
 - 25 More House School employees enrolled on this course during the 2022-23 academic year;
- Level 3 Award 'Executive Function'
 - 2 More House School employees enrolled on this course during the 2022-23 academic year;
- Level 4 'Approaches to SEN in the classroom'
 - 2 More House School employees enrolled on this course during the 2022-23 academic year.

Spotlight Seminar Series

We continued delivery of our Spotlight Seminar presentations, accessible by More House school staff and by external practitioners nationwide. The main topics addressed through this series were:

- What is language? (39 viewed the recording; 79 accessed the slides)
- Supporting vocabulary (35 viewed the recording; 54 accessed the slides)
- Supporting abstract language (26 viewed the recording; 41 accessed the slides)
- Inference (14 viewed the recording; 36 accessed the slides)
- Adapting verbal language in the classroom (16 viewed the recording; 26 accessed the slides)
- Adapting resources (12 viewed the recording; 9 accessed the slides)

Professionals engaging with the training and resources came from a mix of state-maintained and independent school settings, and a mix of primary and secondary environments.

Lecturing/Training

Provision of external, outreach training activities during the course of the year ending 31st August 2023 included:

- Independent Schools Association professional development courses - delivered three on *Language is the Basis of Everything*, *Executive Function* and *SEND in the Classroom*;
- Independent Schools Council national conference for Special Educational Needs – delivered a seminar training session on *Executive Function*;
- Two training videos recorded and circulated to More House School parents, on *Organisation* and *Developing conversations*;
- APPEER Charity support - a series of six 90-minute online webinars supporting volunteers in their ALP work with autistic girls, plus an in-person workshop during a visit to the provision;
- Consultancy visit to All Hallows' School in Farnham;
- Development of a resource handbook for parents – ongoing project;
- SENCo Hub for local schools, hosted at More House School – 4 sessions through the course of the year;
- Professionals Open Day, 25th April 2023, attended by 25 external professionals from a range of state-maintained and independent schools;
- Staff training for Hemdean House School, delivered in-person in January 2023: *Autism and Neurodiversity in the classroom*;
- Staff training for Dorset House School, delivered in-person in January 2023: *Dyslexia and Neurodiversity*;
- Visit to Charterhouse School to discuss possible conferences for educational professionals, and More House School expert support for the i2i SCITT (school-based initial teacher training) programme;
- Hosted a visit by a group of local state-maintained headteachers, March 2023;
- Hosted a visit from a group of charity trustees operating a specialist provision school.

Other achievements

Engagement in our community

Promoting amongst our pupils responsibility for the less fortunate in our international society has continued to be a very important element of the school's activities.

In the year ending 31st August 2023, the More House School community donated more than £38,000 to charitable causes, supporting the following charities:

Age UK
Brain Tumour Research
British Red Cross
Change of Scene
Children In Need
Comic Relief (Red Nose Day)
Disasters Emergency Committee
Farnham Food Bank
Fauna & Flora International
Helen Arkell Dyslexia Charity
Pancreatic Cancer Action
Royal British Legion
Salvation Army
The Trussell Trust
Unlimbited
Young Minds

During the 2022-23 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. Students studying the Level 2 BTEC in Countryside & Environment, and the Level 3 BTEC in Countryside Management engaged with conservation volunteering with the local countryside rangers.

Performances

In February 2023, senior years pupils staged their musical theatre production, *Rockbeth*. An innovative concept, students combined Shakespeare's famous Scottish play with popular rock music, performing to full audiences in the school's Simkins Centre for the Performing Arts. Such were the reviews, that a decision was taken to take the production to the Edinburgh Fringe in August 2023. A community-wide fundraising campaign was launched, raising sufficient funds to reduce the transport, accommodation and venue costs to a sum manageable for those participating. A week's long run was delivered, with four out of six performances being sell-outs. This was a truly remarkable experience for pupils with special educational needs and disabilities.

The school's musicians performed at the Frensham Fayre, providing entertainment for the crowds with the Steel Pan Band and the Jazz Band. They also provided music at the Christmas and Easter services, and at a multitude of concerts and other events throughout the year.

I.T.

The year witnessed the final year of our three year strategic I.T. development plan. During the year, we completed the campus-wide rewiring to support a new wireless-Internet provision, realising significant improvement in user experience.

Self-evaluation and development-planning

In the year to 31st August 2023, 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 eight key functions:

- Curriculum
- Pastoral & Safeguarding
- Residential
- Therapy
- Training & Outreach
- I.T.
- Facilities
- Leadership & Management

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 addition to maintaining the highest possible quality of provision in respect of the education delivered, the outcomes achieved by our pupils and the quality of pupils' experience, including in the boarding provision, our key areas of focus for continued improvement were:

- 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 third year of our ambitious, three-year I.T. strategy;
- the design and adoption of a sustainable financial strategy relating to the costs of teachers' pensions;
- the design and implementation of a new process for supporting the continued professional development of employees in pupil-facing roles.

Strong progress was made in each of these areas.

Safeguarding

Safeguarding has continued to be a central priority for the school community. A full-time, dedicated Head of Safeguarding built on her strong start in the 2021-22 academic year, and continued to develop training and support for all adults in our school community, and for all pupils, fulfilling the role of Designated Safeguarding Lead (DSL). Throughout the year ending 31st August 2023, she continued to be well-supported by a team of deputy Designated Safeguarding Leads (deputy DSLs), and the school invested in external supervision support, recognising the complex and emotional demands of the role. The Head of Safeguarding also completed supervision training to enable her to support more effectively colleagues within the school.

Capital projects

At the 31st August 2023 we had still not received an outcome to our planning application to install an all-weather sports pitch on the south-eastern side of our playing fields, erect a single-storey sports pavilion and improve traffic congestion by increasing parking and roadway facilities within the school site. 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, significantly reducing impact of the school's operations on neighbouring residents, and will improve the safety of pedestrians on the campus.

Our other planning application, to replace the dilapidated wooden buildings to the east of our Main Reception entrance with three new Science laboratories, and to rebuild the school surgery, adding welfare facilities for support-services teams, was approved during the 2021-22 year. Owing to a steep rise in contractors' quotations, the governors have not yet committed the school to this project, taking a prudent approach in order to ensure sustainability and good value for money. This project is being examined to assess opportunities for reducing costs and minimising disruption during construction.

Governance

The school continues to benefit from a team of committed and highly experienced school governors, who also perform the roles of charity trustees and non-executive directors of the not-for-profit company, limited by guarantee.

Through the course of the 2022-23 academic year, the governors conducted an external appraisal of the headmaster which provided high-quality support for his professional development. They also approved the headmaster's application to, and engagement in the National Professional Qualification for Executive Leadership; a fully-funded eighteen-month programme, commenced in September 2022, towards an accredited qualification awarded by the Department for Education. The course provider selected was The Best Practice Network in collaboration with the Outstanding Leaders Partnership.

The governors have continued to recruit valuable expertise and skills to the board, to ensure its capacity to offer highly-effective support and challenge to the school's headmaster and leadership team. 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 following standing committees operated through the course of the year:

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

The governors provided support to the headmaster and bursar to pursue a project with the potential to lead to the expansion of the More House School educational provision to a wider population of children and young people, through the establishment of a second school campus. This project promotes a long-held ambition to spread the impact of the More House model of education through the setting up of additional schools. A number of meetings were held between the school and a group potentially interested in supporting More House's vision for expansion through the contribution of finance. At the year-end, on the 31st August 2023, these talks were still at an early stage.

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 480 pupils were educated by the school. Those pupils came from a wide breadth of social backgrounds and from a wide geographical area. 66.46% of the parents made no financial contribution to their sons' educations since, owing to the severity of the young persons' special educational needs, those placements were funded by local authorities – approximately 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. A third 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.

During the 2022-23 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 awards, accredited by the CPD Standards Office (part of the Professional Development Consortium). 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 performing at the Frensham Fayre. Over the course of the year, pupils donated more than £38,000 to local, national, and international charities, including appeals of the Disasters Emergency Committee and the British Red Cross.

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. In the lead-up to Christmas, pupils visited care-homes to deliver performances of Christmas carols on the school's handbells.

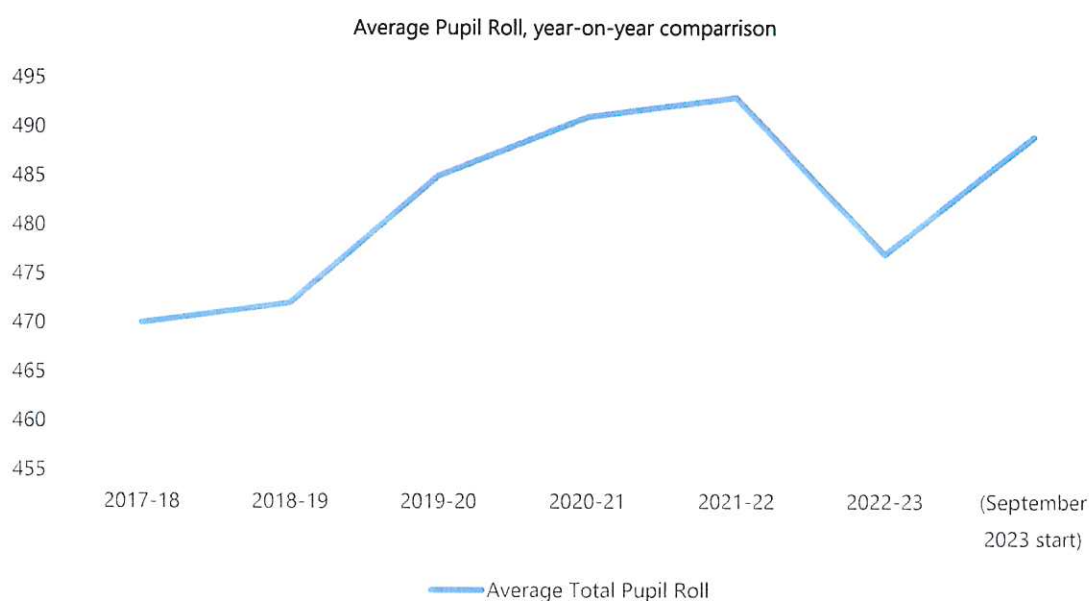
The school has continued to support the local community, and especially youth groups, through the provision of specialist facilities and accommodation free of charge. During the 2022-23 academic year this included providing free access to sports pitches and training for

Churt Juniors Football Club, free use of sporting facilities 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, Rowledge's St James' Church Youth Group and Boundstone Rangers, and free use of our Music facilities for Farnham Youth Choir.

The school took its senior-years' drama and music theatre production to the Edinburgh Fringe, putting on six performances across a week in August 2023; a run which included four sell-out shows, earning the cast and crew the much-coveted sell-out laurel. During the week, pupils also enjoyed a wealth of other productions and performances.

Strategic report

The average number of pupils on roll during the year was 477, realising a small decrease on the previous academic year's average of 493. This reflected an exceptional dip in an otherwise continuously upward trend over recent years and, by the close of the 2022-23 academic year, the registrations secured for the following academic year demonstrated a strong recovery. Predictions for admissions over the coming year indicated a concern that the school-roll might breach its registered capacity of 490, and an application was made to the Department for Education to increase the registered capacity by a further 25 pupils; from 490 to 515. At the 31st August 2023, this application was still being processed by the Department for Education.



Of those 477 pupils' placements, 66.46% were funded publicly, by approximately thirty different local authorities, for pupils in receipt of an Education, Health and Care Plan. This represented an increase in funded placements compared 63% in the 2021-22 academic year, and continuing a trend over previous years.



In March 2023, the school underwent two simultaneous routine inspections, by the Department for Education's Ofsted Education and Social Care departments. Prior to these inspections, the school was graded at the highest possible rating in every inspection judgement area. The 2023 inspections confirmed the continued excellence of the school's education and residential care provisions, retaining the top judgements:

March 2023 Ofsted inspection of More House School

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Overall effectiveness at previous inspection (March 2019)	Outstanding
Does the school meet the independent school standards?	Yes

The inspection report offered no recommendations for improvement.

March 2023 Ofsted (Social Care) inspection of More House School (provision for residential pupils)

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
Date of last inspection: 18 January 2022	
Overall judgement at last inspection: Outstanding	

The inspectors wrote:

'The school has been rated outstanding for some time, yet has not stood still in its ambition to evolve and to improve.'

Ofsted, March 2023

The school is approved by the Council for the Registration of Schools Teaching Dyslexic pupils (CReSTeD), under their Specialist Provision category. The three-yearly quality-assurance visit as part of the re-accreditation process most recently took place in February 2020, resulting in the school's re-accreditation for the coming three years, and realising some extremely encouraging comments from the visiting CReSTeD consultant. This accreditation was extended through to 2024 owing to the backlog of re-accreditation and initial accreditation visits experienced by CReSTeD following the disruption of the pandemic years.

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 2023 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 2023 completing an ambitious three-year plan. This included the completion of the rewiring of the entire campus and installation of an upgraded wireless Internet system.

A formal consultation between the governors and affected employees commenced in spring 2023, concerning a proposal to manage the financial risk associated with the Teachers' Pension Scheme by withdrawing from the scheme and replacing it with a defined contribution scheme. This consultation was affected by industrial action coordinated by two trade-unions, in which approximately 50% of the school's teaching staff engaged. In spite of this, the school managed to deliver on-campus educational provision to the vast majority of its pupils throughout. The formal consultation concluded before the end of the 2022-23 academic year, although the dispute with trade-unions remained unresolved at the 31st August 2023. In September 2023, the governors sought the assistance of the independent dispute-resolution service, ACAS, inviting the unions to engage. This led to a successful resolution early in the Michaelmas (autumn) school term which will maintain the employer's contribution rate at 21.3% of salary, with effect from 1st September 2024.

The school's restless ambition for continued improvement in all aspects of the delivery of its mission – to empower our pupils to transform their futures – was reflected in a wide consultation informing a comprehensive, whole-school self-evaluation exercise and review of the school development plan, to realise a new set of improvement priorities, recommended to, and adopted by the school's board of governors and trustees. These improvement projects were described in detailed implementation plans, owned by the school's senior leadership (Core Leadership Group) and engaging members of the wider Senior Management Team, middle leaders, and wider staff team. The school evaluation and improvement plans were afforded external scrutiny during the March 2023 Ofsted inspections.

Future plans

The key areas of focus for strategic management and development planning for the 2023-24 year and beyond comprise:

- responsive strategic financial planning to protect the quality and sustainability of the school's provision, and support its expansion within a climate of financial challenge for independent charitable schools;
- 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 and development of resources for supporting parents;
- adoption of a new strategic I.T. development plan, including the approach to pupil devices;
- 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. Transferring the school's approach to supporting the professional development of its employees to a coaching model is an important School Development Plan project. External training for all employees, and for managers has been conducted, and will lead to further training and support in the 2023-24 academic year.

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 successful implementation of all aspects of the school's three-year I.T. strategic development plan, concluding on the 31st August 2023, the school recognises the vital importance of strategic planning for the future, ensuring that I.T. planning is integrated with all aspects of the School Development Plan. The focus for the coming year is therefore the adoption of a new strategic plan for the development of the school's I.T. infrastructure, provision and staffing. A key focus of this will be defining the future pathway for student devices in the school.

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, but steep increases in quoted costs necessitate further due diligence and evaluation of plans);
- 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 – however, again, increased costs necessitate review of financial planning for this project);
- 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).

Expansion

The ambition to afford access to a More House education to a much wider population of children and young people with Specific Learning Difficulties, Developmental Language Disorder and associated special educational needs remains strong, and the school continues to investigate possible avenues to expanding the provision through the opening of a second school site. Enabling access for female pupils is a key aspect of this ambition, recognising the lack of suitable provision for intelligent children, of both sexes, who benefit from a mainstream, academic curriculum delivered in a manner which supports their cognitive profile and learning difficulties.

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 an increase in employers' contributions from 16.48% to 23.68%, and a further impending increase in 2024 (now known to be 5% from April 2024) to the Teachers' Pensions Scheme has highlighted the risk of ever-increasing contributions of indeterminate amount. This 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. In the year, Governors entered into a consultation process with members of the scheme in respect of potential withdrawal from the Teachers' Pension scheme, and it being replaced with a Defined Contribution scheme. The consultation process proved to be a difficult one, with considerable opposition from some members of the scheme, leading to industrial action. The settlement of this dispute required the school's recognition of the NEU and NASUWT, the retention of the Teachers' Pension Scheme as a hybrid scheme, and the option of joining a new Defined Contribution scheme. The total employer's contribution to both schemes will be 21.3%. These schemes will be effective from the 1st September 2024.

Although the decline in boarding numbers was arrested in the year, the viability of offering this facility in its current format is still at risk, and therefore risks an adverse effect on pupil numbers and the School's finances.

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

The risk of failure of the school's IT facilities has been mitigated by the Head of IT Services' planning and investment in the upgrading of the school's IT infrastructure and resources. This is, however, kept under constant review.

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 school has undertaken a review of the levels of remuneration offered by the maintained and independent sectors, as is that offered by the NHS Agenda for Change in respect of our Learning Development and Nursing staff. The introduction of defined pay scales and a revision of the pay policy will take place in 2023-24.

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, it is anticipated, 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. In particular the potential for the fees for Independent Special Schools being exempt, or zero-rated.

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:

	2022-23	2021-22	Variance
Charitable Income	£9,686,923	£9,283,072	£403,851
Investments	£16,796	£1,649	£15,147
Donations etc.	£34,102	£15,962	£18,140
Total Gross Income	£9,737,821	£9,300,683	£437,138
Raising Funds Expenditure	£142,311	£83,798	-£58,513
Charitable Expenditure	£9,422,267	£8,746,154	-£676,113
Total Expenditure	£9,564,578	£8,829,952	-£734,626
Net Income	£173,243	£470,731	-£297,488

With fee rates increasing by 3.75%, and increased income from grants and lettings, income was £437,138 higher than last year. Expenditure overall was £734,626 higher than last year, of which just over half (£371,526) was in respect of increased staffing costs, including a 5% increase in basic rates and the cost of additional resources. The £363,100 increase in expenses represents an overall increase in all cost centres, and an increased depreciation charge.

Investment in Fixed Assets during the year comprised:

Freehold Land & Buildings	St Matthews Development	£89,947
	MUGA, Pavilion & Roadway	£17,838
		£107,785
Furniture and Equipment	Gym Refurbishment	£19,574
	IT Strategic Project	£273,274
		£292,848
	Total Additions	£400,633

Funds have been retained in preparation for the Site Development Project scheduled for 2023-24. 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 2025).

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 either) .

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 8.75% 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 £1,700,000, equivalent to 17.5% 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 2023, the School held reserves of £3,060,484. 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 £11,570,844 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 £15,532 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

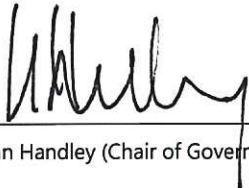
the directors have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditors are aware of that information.

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 7th March 2024 and signed on its behalf by:

A handwritten signature in black ink, appearing to read 'G. Handley', is written over a horizontal line.

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 2023 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 2023 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;
- 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.

Haysmacintyre LLP

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

Date: 2nd February 2024

*10 Queen Street Place
London
EC4R 1AG*

**STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR ENDED 31 AUGUST 2023**

		Unrestricted Funds £	Restricted Funds £	Total 2023 £	Total 2022 £
INCOME FROM:	Notes				
Charitable activities:					
- School fees receivable	1	9,310,971	-	9,310,971	9,087,282
- Other school income	2	375,952	-	375,952	195,790
Investments – interest		16,796	-	16,796	1,649
Voluntary sources:					
- Appeal and other donations		3,096	31,006	34,102	15,962
		<u>9,706,815</u>	<u>31,006</u>	<u>9,737,821</u>	<u>9,300,683</u>
EXPENDITURE ON:					
Raising funds:					
- Fundraising and development		8,641	-	8,641	14,195
- Finance and other costs		133,670	-	133,670	69,603
		<u>142,311</u>	<u>-</u>	<u>142,311</u>	<u>83,798</u>
Charitable Expenditure:					
School operating costs					
- Teaching costs		5,373,269	25,012	5,398,281	5,096,014
- Boarding and catering		1,416,134	-	1,416,134	1,334,903
- Premises		1,469,754	-	1,469,754	1,305,102
- Support and governance costs		1,138,098	-	1,138,098	1,010,135
Total expenditure	3	<u>9,539,566</u>	<u>25,012</u>	<u>9,564,578</u>	<u>8,829,952</u>
Net Income/net movement in funds		167,249	5,994	173,243	470,731
RECONCILIATION OF FUNDS					
Total funds brought forward		<u>14,464,080</u>	<u>9,538</u>	<u>14,473,618</u>	<u>14,002,887</u>
Total funds carried forward	12	<u>£14,631,329</u>	<u>£15,532</u>	<u>£14,646,861</u>	<u>£14,473,618</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 36 to 55 form part of these financial statements.

BALANCE SHEET


AS AT 31 AUGUST 2023

COMPANY NUMBER 523768

		2023	2022
	Notes	£	£
FIXED ASSETS	5		13,478,999
		13,315,691	
CURRENT ASSETS			
Debtors	6	211,076	133,475
Cash at bank and in hand		4,074,032	3,380,716
		<u>4,285,108</u>	<u>3,514,191</u>
CREDITORS: Amounts falling due within one year			
Fees in advance		(755,812)	(315,537)
Other creditors	7	(483,284)	(471,689)
		<u>(1,239,096)</u>	<u>(787,226)</u>
NET CURRENT ASSETS		3,046,012	2,726,965
TOTAL ASSETS LESS CURRENT LIABILITIES		<u>16,361,703</u>	<u>16,205,964</u>
CREDITORS: amounts falling due after more than one year	8	(1,714,843)	(1,732,346)
TOTAL NET ASSETS		<u>£14,646,860</u>	<u>£14,473,618</u>
		=====	=====
FUNDS:			
UNRESTRICTED FUNDS	12		
– GENERAL		3,060,484	2,767,430
– DESIGNATED		11,570,844	11,696,650
RESTRICTED FUNDS	12	15,532	9,538
TOTAL		<u>£14,646,860</u>	<u>£14,473,618</u>
		=====	=====

The financial statements were approved and authorised for issue by the Board of Governors on 7th March, 2024 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 2023

	2023		2022	
	£	£	£	£
Cash flows from operating activities:				
<i>Net cash provided by operating activities (Note 18)</i>		1,209,065		643,568
		<hr/>		<hr/>
Cash flows from investing activities:				
Interest from investments	16,796		1,649	
Interest payable on loans	(94,407)		(72,849)	
Purchase of tangible fixed assets	(400,633)		(660,152)	
Proceeds from sale of tangible fixed assets	-		1,790	
	<hr/>		<hr/>	
<i>Net cash used in investing activities</i>		(478,244)		(729,562)
		<hr/>		<hr/>
Cash flows from financing activities:				
Repayment of loan	(37,504)		(47,358)	
	<hr/>		<hr/>	
<i>Net cash used in financing activities</i>		(37,504)		(47,358)
		<hr/>		<hr/>
Change in cash and cash equivalents in the year		693,317		(133,352)
Cash and cash equivalents at the start of the year		3,380,716		3,514,068
		<hr/>		<hr/>
Cash and cash equivalents at the end of the year		£4,074,033		£3,380,716
		=====		=====

ANALYSIS OF CHANGES IN NET DEBT

	At 1 September 2022 £	Cash flows £	Other non-cash changes £	At 31 August 2023 £
Cash and bank	3,380,716	693,317	-	4,074,033
	=====	=====	=====	=====

The notes on pages 36 to 55 form part of these financial statements.

ACCOUNTING POLICIES

FOR THE YEAR ENDED 31 AUGUST 2023

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 August 2024, 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 2023

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 2023

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 2023

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 2023

1. FEES RECEIVABLE				2023	2022
				£	£
Fees receivable consist of:					
School fees				9,959,111	9,826,827
Less: bursaries, grants and allowances				(648,140)	(739,545)
				<u>£9,310,971</u>	<u>£9,087,282</u>
				=====	=====
2. CHARITABLE ACTIVITIES – OTHER INCOME				2023	2022
				£	£
Extras and other educational income				94,066	87,937
Registration fees/FIL				34,497	23,162
Government grants – job retention scheme				119,018	52,670
Sundry income				128,371	32,021
				<u>£375,952</u>	<u>£195,790</u>
				=====	=====
3. ANALYSIS OF TOTAL EXPENDITURE - 2023				Total	Total
	Staff costs	Other	Depreciation	2023	2022
	£	£	£	£	£
Raising funds:					
Fundraising and development	-	8,641	-	8,641	14,195
Finance costs	-	133,670	-	133,670	69,603
Charitable Activities:					
School operating costs:					
Teaching	4,965,760	432,521	-	5,398,281	5,096,014
Boarding and catering	814,420	601,713	-	1,416,133	1,334,904
Premises	251,746	654,066	563,942	1,469,754	1,305,101
Support and governance	768,840	369,259	-	1,138,099	1,010,135
	<u>£6,800,766</u>	<u>£2,199,870</u>	<u>£563,942</u>	<u>£9,564,578</u>	<u>£8,829,952</u>
	=====	=====	=====	=====	=====

NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2023

ANALYSIS OF TOTAL EXPENDITURE - 2022

	Staff costs	Other	Depreciation	Total 2022	Total 2021
	£	£	£	£	£
Raising funds:					
Fundraising and development	–	14,195	–	14,195	19,635
Finance costs	–	69,603	–	69,603	96,670
Charitable Activities:					
School operating costs:					
Teaching	4,637,623	458,391	–	5,096,014	4,945,496
Boarding and catering	852,008	482,896	–	1,334,904	1,299,222
Premises	241,352	621,219	442,530	1,305,101	1,123,946
Support and governance	698,257	311,878	–	1,010,135	707,081
	<u>£6,429,240</u>	<u>£1,958,182</u>	<u>£442,530</u>	<u>£8,829,952</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:

	2023	2022
	£	£
Administrative staff costs	768,840	698,257
Termination settlement	–	24,771
Office running costs	37,707	52,493
Professional fees	166,992	84,222
Travel	411	1,371
Other	134,084	132,291
Governance costs	30,065	16,730
	<u>£1,138,099</u>	<u>£1,010,135</u>
	=====	=====

Expenditure includes:

Auditors remuneration: Audit	19,338	13,200
Operating lease payments – plant, machinery and minibuses	34,282	36,435
Interest payable on loans	94,409	72,849
Depreciation	563,942	442,530

NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2023

4. STAFF COSTS:	2023	2022
	£	£
Salaries and wages	5,496,094	5,178,017
Social security costs	537,650	517,019
Pension contributions	758,724	722,806
Apprentice Levy	8,298	10,827
Termination Settlement	-	24,771
	<u>£6,800,766</u>	<u>£6,453,440</u>
	=====	=====

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

	2023	2022
Teaching	124	115
Other	58	60
	<u>182</u>	<u>175</u>
	=====	=====

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

Teaching – full-time	75	72
Teaching – part-time	29	27
	<u>104</u>	<u>99</u>
Other – full-time	22	26
Other – part-time	24	22
	<u>46</u>	<u>48</u>
Total full-time equivalent employees	<u>150</u>	<u>147</u>
	=====	=====

No trustee earned any remuneration in either the current or previous financial years. The School paid for eight governors to obtain training and to attend forum meetings amounting to £9,107 (Course fees only, no travel). (2022 The School paid for seven governors to obtain training and to attend forum meetings amounting to £1,540 Course fees only, no travel). There were no reimbursed expenses to trustees in the year.

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2023

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 £70,000-£80,000; one between £90,000 - £100,000; and one between £120,000-£130,000 (2022: three between £60,000-£70,000; one between £800,000-£90,000 and one between £110,000-£120,000). The school made employer's pension contributions of £69,522 (2022: £62,506) on behalf of the higher paid employees.

Staff benefits paid to key management personnel amounted to £ 608,604 (2022 - £587,599).

5. FIXED ASSETS	Freehold Land	Freehold Buildings	Furniture & Equipment	Motor Vehicles	Total
	£	£	£	£	£
COST					
As at 1 September 2022	1,321,036	15,225,980	1,418,262	49,052	18,014,330
Additions	-	107,785	292,848	-	400,633
Disposals	-	-	-	--	
As at 31 August 2023	1,321,036	15,333,764	1,711,110	49,052	18,414,962
DEPRECIATION					
As at 1 September 2022	-	3,859,921	629,684	45,726	4,535,331
Charge for year		293,487	269,969	487	563,943
Disposals	-	-	--	-	-
As at 31 August 2023		4,153,408	899,653	46,213	5,099,274
NET BOOK VALUE					
At 31 August 2023	£1,321,036	£11,180,356	£811,457	£2,839	£13,315,688
	=====	=====	=====	=====	=====
At 31 August 2022	£1,321,036	£11,366,059	£788,578	£3,326	£13,478,999
	=====	=====	=====	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2023

6.	DEBTORS	2023	2022
		£	£
	Fee debtors	50,085	28,144
	Sundry debtors	96,758	36,141
	Prepayments	64,233	69,190
		<hr/>	<hr/>
		£211,076	£133,475
		=====	=====
7.	OTHER CREDITORS: amounts falling due within one year	2023	2022
		£	£
	Trade creditors	144,402	113,236
	Social security and other taxes	130,757	126,239
	Other creditors	121,018	162,556
	Accruals	57,107	19,658
	Bank loan (see note 9 below)	30,000	50,000
		<hr/>	<hr/>
		£483,284	£471,689
		=====	=====
8.	CREDITORS: amounts falling due after one year	2023	2022
		£	£
	Bank loan (see note 9 below)	1,714,843	1,732,346
		<hr/>	<hr/>
		£1,714,843	£1,732,346
		=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2023

9. BANK LOANS	2023	2022
	£	£
Bank loans are payable as follows:		
Within one year	30,000	50,000
Within one to two years	30,000	50,000
Between two and five years	100,000	150,000
After five years	1,584,843	1,532,346
	<hr/>	<hr/>
	£1,744,843	£1,782,346
	=====	=====

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. MEMBERS GUARANTEE

The Gard'ner Memorial Limited is a company limited by guarantee. There is therefore no share capital. At 31 August 2023 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 2023

11.	MOVEMENT IN FUNDS - 2023	Balance at 1 September 2022 £	Income £	Expenditure £	Transfers £	Balance at 31 August 2023 £
	Unrestricted					
	- General Fund	2,767,430	9,706,815	(9,539,566)	125,806	3,060,485
	- Designated Fund	11,696,650	-	-	(125,806)	11,570,844
	Restricted					
	- Facilities Fund	9,538	31,006	(25,012)	-	15,532
		<u>£14,473,618</u>	<u>£9,737,821</u>	<u>£(9,564,578)</u>	<u>-</u>	<u>£14,646,861</u>
		=====	=====	=====	=====	=====

Facilities Fund consists of various donations towards various school facilities. The balance will be spent in 2023/24.

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 - 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>
		=====	=====	=====	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2023

13. ANALYSIS OF NET ASSETS BETWEEN FUNDS – 2023

	Fixed Assets £	Net Current Assets £	Long Term Liabilities £	Total £
Unrestricted	13,315,688	3,046,012	(1,732,348)	14,629,352
Restricted	-	15,532	-	15,532
	<u>£13,315,688</u>	<u>£3,061,544</u>	<u>£(1,732,348)</u>	<u>£14,644,884</u>
	=====	=====	=====	=====

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

14. CAPITAL COMMITMENTS

	2023 £	2022 £
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 2023

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 £605,348 (2022: £583,758) and at the year-end £73,358 (2022 - £67,862) 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 2019, confirmed that the employer contribution rate for the TPS would increase from 16.4% to 23.6% from 1 September 2022. 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 2022. 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.

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 was certainty about the value of pensions to employees from April 2015 onwards. The pause was lifted in July 2020, and following a public consultation in 2021, the Government have accepted three key proposals

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2023

15. PENSION COMMITMENTS (continued)

recommended by the Government Actuary, and are aiming to implement these changes in time for the 2020 valuations.

The 2016 cost control valuations were completed in January 2022, and the results indicated that there would be no changes to benefits or member contributions required. The results of the cost cap valuation are not used to set the employer contribution rate, and HM Treasury has indicated that any changes to the employer contribution rate resulting from the 2020 valuations will take effect in April 2024.

Until the 2020 valuation is 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 £15,094 (2022 - £14,553) outstanding at the year-end.

16. OPERATING LEASE COMMITMENTS

2023	2022
£	£

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

Within 1 year	33,995	36,867
Between 2 – 5 years	41,364	77,477
	<hr/>	<hr/>
	£75,359	£114,344
	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2023

17. RELATED PARTY TRANSACTIONS

There were no related party transactions in the year (2021-22 – there was one related party transaction. 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 there were no amounts owing or owed (2021-22 - £175 was owed to Robert Hammond).

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

	2023	2022
	£	£
Net income for the reporting period (as per the statement of financial activities)	173,243	470,731
Depreciation	563,942	442,530
Profit on disposal of fixed assets	-	(1,790)
Interest receivable	(16,796)	(1,649)
Interest payable	94,407	72,849
(Increase) in debtors	(77,601)	(57,177)
Increase/(decrease) in creditors	471,870	(281,926)
	<hr/>	<hr/>
Net cash provided by operating activities	£1,209,065	£643,568
	=====	=====

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 2023

21. STATEMENT OF FINANCIAL ACTIVITIES - 2022

	Unrestricted Funds £	Restricted Funds £	Total 2022 £
INCOME FROM:			
Charitable activities:			
- School fees receivable	9,087,282	-	9,087,282
- Other school income	195,790	-	195,790
 Investments – interest	 1,649	 -	 1,649
Voluntary sources:			
- Appeal and other donations	1,088	14,874	15,962
	<hr/> 9,285,809	<hr/> 14,874	<hr/> 9,300,683
 EXPENDITURE ON:			
Raising funds:			
- Fundraising and development	14,195	-	14,195
- Finance and other costs	69,603	-	69,603
	<hr/> 83,798	<hr/> -	<hr/> 83,798
 Charitable Expenditure:			
School operating costs			
- Teaching costs	5,084,393	11,621	5,096,014
- Boarding and catering	1,334,903	-	1,334,903
- Premises	1,305,102	-	1,305,102
- Support and governance costs	1,010,135	-	1,010,135
	<hr/> 8,818,331	<hr/> 11,621	<hr/> 8,829,952
 Total expenditure	 8,818,331	 11,621	 8,829,952
 Net Income/net movement in funds	 467,478	 3,253	 470,731
 RECONCILIATION OF FUNDS			
Total funds brought forward	13,996,602	6,285	14,002,887
	<hr/> £14,464,080	<hr/> £9,538	<hr/> £14,473,618
Total funds carried forward	£14,464,080	£9,538	£14,473,618
	<hr/> =====	<hr/> =====	<hr/> =====

**DETAILED ANALYSIS OF INCOME
FOR THE YEAR ENDED 31 AUGUST 2023 UNAUDITED**

	2023	2022
	£	£
FEES RECEIVABLE		
Gross fees	9,959,111	9,826,827
Less bursaries, grants and allowances	(648,140)	(739,545)
	<u>9,310,971</u>	<u>9,087,282</u>
Extras receivable and other educational income	94,066	87,937
	<u>9,405,037</u>	<u>9,175,219</u>
BANK AND OTHER INTEREST	16,796	1,649
	<u>9,421,833</u>	<u>9,176,868</u>
DONATIONS	3,096	1,088
OTHER INCOME		
Registration fees	34,497	23,162
Other school income	247,389	84,691
	<u>281,886</u>	<u>107,853</u>
TOTAL OPERATING INCOME	<u>9,706,815</u>	<u>9,285,809</u>
TOTAL RESTRICTED INCOME	31,006	14,874
TOTAL INCOME	<u>9,737,821</u>	<u>9,300,683</u>
	=====	=====

**DETAILED ANALYSIS OF EXPENDITURE
FOR THE YEAR ENDED 31 AUGUST 2023**

CHARITABLE EXPENDITURE	2023	2022
	£	£
TEACHING COSTS		
Teaching staff salaries	4,965,760	4,637,623
Cost of extras	107,470	95,428
Courses	41,744	43,846
Teaching materials	283,307	319,117
	<hr/>	<hr/>
	5,398,281	5,096,014
	<hr/>	<hr/>
BOARDING AND CATERING		
Catering staff salaries	230,891	215,891
Catering costs	514,467	447,276
Cleaning staff salaries	206,098	241,111
Cleaning costs	61,870	26,543
Laundry – staff salaries	846	22,035
Laundry – other	25,376	9,144
Care staff salaries	376,585	372,903
	<hr/>	<hr/>
	1,416,133	1,334,903
	<hr/>	<hr/>
PREMISES		
Insurance	51,887	50,763
Rates and water	46,203	37,440
Light and heat	255,012	163,402
Maintenance staff salaries	251,746	241,352
Garden and grounds	79,610	96,799
Repairs and maintenance	196,026	246,353
Trade refuse	25,328	26,463
Depreciation	563,942	442,530
	<hr/>	<hr/>
	1,469,754	1,305,102
	<hr/>	<hr/>

**DETAILED ANALYSIS OF EXPENDITURE ACCOUNT
FOR THE YEAR ENDED 31 AUGUST 2023**

	2023	2022
	£	£
OTHER SUPPORT COSTS		
Staff salaries	768,840	698,256
Staff recruitment	14,082	12,805
Staff travel	411	1,371
Printing, postage and stationery	2,772	14,251
Telephone	34,934	38,241
Motor	39,702	41,401
Sundry costs	53,455	51,600
Subscriptions and donations	25,501	24,223
H M Discretionary	1,344	2,265
Professional and other costs	166,992	84,222
Termination settlements	-	24,770
	<hr/>	<hr/>
	1,108,033	993,405
	<hr/>	<hr/>
GOVERNANCE COSTS		
Audit and accountancy	20,958	15,270
Governor expenses	9,107	1,460
	<hr/>	<hr/>
	30,065	16,730
	<hr/>	<hr/>
PUBLICITY AND FUNDRAISING		
Promotion	8,641	14,195
	<hr/>	<hr/>
FINANCE COSTS		
Bank charges and interest payable	9,040	8,162
Loan & mortgage interest	94,407	72,849
Bad debts	30,224	(11,408)
	<hr/>	<hr/>
	133,671	69,603
	<hr/>	<hr/>
TOTAL EXPENDITURE	9,564,578	8,829,952
TOTAL INCOME	9,737,821	8,972,043
	<hr/>	<hr/>
SURPLUS FOR YEAR	173,243	470,731
	=====	=====

