



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

**Director's Report and Financial Statements**  
For year ending 31<sup>st</sup> August 2025

Registered Charity number. 311872  
Registered Company number. 523768



**Registered charity number**  
**Registered company number**

311872  
523768

**Governing document**

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

**Trustees (Directors)**

Mr Glenn Handley MBA \*1\*2\*3\*4  
Mr Andy Routley BSc Hons, Cert Ed \*1  
Mr Graham Spawforth MA MEd PGCE \*2  
Mrs Christine Goodyear (stepped down from the board 16 October 2024)  
Fr Nicholas Gosnell SRN BTh Hons MA(Ed) MA(CL) \*2\*4  
Ms Alison Reynolds BSc Hons CChem MRSC CSci PCQI \*3\*4  
Mr Paul Coby MA \*1\*4  
Mrs Charlotte Burnell \*2\*3  
Mr David Poole MSc BSc (Hons) DipCorpGov DIS MloD \*1  
Mr Jack Malden BA \*3  
Ms Louise Lovett (Skinner) BA Hons PGCE \*2  
Dr Mounir Atassi \*2 (stepped down Jul 25)  
Mrs Helen Bell BA Hons ACA (appointed 14 November 2024) \*1

**Membership of Sub-Committees**

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

**Registered office**  
**Website**  
**Auditors**  
**Bankers**  
**Solicitors**

More House School, Moons Hill, Frensham, Farnham, Surrey, GU10 3AP  
[www.morehouseschool.co.uk](http://www.morehouseschool.co.uk)  
Azets Audit Services Ltd  
Barclays Plc  
Stone King LLP

**Key Executives**

Mr Jonathan Hetherington BA (Hons), MSc (Ed.), QTS, NPQEL, Headmaster  
Mr Piers Lewis BA (Hons), MSc, MBA, Chief Operating Officer

## Report of the Chair of Trustees

Our More House community is proud to be the largest and leading school in the United Kingdom for pupils with Special Educational Needs and Disabilities (SEND), realising exceptional academic and social outcomes for our students and demonstrating incredible value-for-money for privately-funding families and for our many local authority partners.

Our charity and school mission is:

*‘ To empower pupils with Specific Learning Difficulties, Developmental Language Disorder and associated Special Educational Needs, to transform their futures. ’*

In the year to 31<sup>st</sup> August 2025, we delivered on this mission, providing for all pupils a rich, mainstream academic curriculum and co-curriculum made accessible through our unique, evidence-based educational model demonstrating genuine inclusion and high-aspiration. Experiencing an education which continued to be recognised as ‘Outstanding’ in every judgement area by the Office for Standards in Education, Children’s Services and Skills (Ofsted), our pupils secured results at GCSE level and A’ Level well above national averages, with a majority of our Sixth Form leavers progressing to university.

We continued the expansion of our Outreach programme of engagement with ongoing university-led research, supporting Initial Teacher Training (ITT) programmes, providing training for teachers and other educational professionals in a wide range of schools, and delivering consultancy services to school leadership teams to enable them to develop genuinely inclusive and aspirational classroom and school environments for all children, including those who are neurodivergent or diagnosed with SEND. In so doing, we continued to improve the experiences and outcomes of children far beyond More House School’s Frensham campus.

The annual inspection by Ofsted of our arrangements for our boarding pupils resulted in our again being awarded ‘Outstanding’ overall and in each separate judgement area, for the sixth consecutive year.

We improved our financial position, ensuring the long-term sustainability of our mission and the excellence of all aspects of our work., and protecting our commitment to delivering the best value-for-money by keeping fees charged to parents and to local authorities very low. From this strengthened base, we worked collaboratively with stakeholders to define ambitious five-year strategic objectives, centred around three clear priorities:

- To reach more children
- To ensure our financial security
- To increase our reputation and influence as experts inclusive SEND education.

Supporting these three strategic priorities, we recognised five strands of our forward plan:

- Our Core Offer of educational, therapeutic and pastoral excellence
- Our People
- Our Outreach
- Our Impact
- Our Resource.

We defined a set of ambitious and measurable strategic objectives across the coming five years which will guide our continued expansion to support more children with Specific Learning Difficulties, weakness in their developmental language skills and associated SEND to access a mainstream, academic curriculum and wider school experience, empowering them to transform their future prospects. Prioritising above everything else the constant pursuit of excellence and innovation in our core activity, our complementary objectives specifically include:

- extending access to a More House education to girls as well as boys in the future, through expansion and without reducing the number of boys on roll;

- achieving operational net-zero harmful emissions in our use of energy;
- investing in the facilities and resources on our Frensham campus through an ambitious capital development plan;
- growing our specialist support of pupils, their families, and others beyond our school community; and
- increasing our impact on the regional and national educational landscape, influencing governmental policy to improve young people's experience of inclusive education.

Building a five-year delivery framework informed a detailed first-year implementation plan for the 2025-26 academic year, supported by measurable targets, deadlines and key performance indicators, together with a structure of progress reporting and monitoring.


Other highlights of the year up to 31 August 2025 included:

- Again, recording the largest pupil-roll in the School's 87-year history;
- Constructing the new St Matthew's classroom and public-examinations suite;
- Obtaining planning consent to construct a new all-weather artificial sports pitch, floodlighting, sports pavilion new campus-entrance and roadway;
- Raising more than £10,000 which we donated to charitable causes;
- Presenting the senior school's production of *Peter Pan* in our Simkins Centre for the performing arts;
- Expanding our Training and Outreach team;
- Supporting five More House teachers through their Initial Teacher Training (ITT) to achieve the award of Qualified Teacher Status (QTS);
- Launching the *More House Practice Model*;
- Launching the *Class Mapping Tool* training course;
- Involvement in research projects with four universities;
- Augmenting the senior leadership resource by creating the new role of Principal Deputy Head (Head of School) to enable capacity for the delivery of our ambitious five-year strategy;
- Responding effectively to the new Value Added Tax on school fees, implemented with only weeks' notice from Government;
- Appointment of the headmaster to the honorary positions of National Chair of the Independent Schools Association (ISA), and Non-executive Director and board-member of the Independent Schools Council (ISC) for the 2025-26 year.

The 2024-25 academic year has been extremely exciting and successful, with a healthy focus on our future. As Chair, it is heartening to recognise so clearly, at the core of all of our activities, alignment with our mission to empower our pupils to transform their futures, our culture of the relentless pursuit of excellence, and the guidance of our community's shared values of Kindness, Spirit and Responsibility. Our five-year strategic plan is appropriately ambitious; it reflects the high aspirations we hold for each of our pupils, our recognition of the empowering nature of our commitment to genuine inclusion in education, and our hunger to improve the quality of education for neurodivergent children and those diagnosed with SEND across the United Kingdom and beyond.

Our charity is in a strong and stable position, with clearly defined priorities and possessed of exceptional talent. I am excited by the opportunities ahead of us.

Signature:

  
.....  
G. Handley, Chair of Trustees

Date:

30/04/26

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## Report of the trustees

The trustees of The Gard'ner Memorial Limited ("the School"), who are also the charity's directors for the purposes of the Companies Act 2006, are pleased to present their annual report, together with the financial statements of the charity for the year ended 31<sup>st</sup> August 2025, 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 31<sup>st</sup> August 2025, 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 Chief Operating Officer (COO) 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

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

During this year, the Board also agreed the need for a new committee for Development, Estates and Marketing. This will commence in September 2025.

Each committee is chaired by a governor and comprises other governors. Each committee meets regularly according to an agreed programme and is 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 (SMT).

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

- Headmaster
- Chief Operating Officer
- Deputy Head (Academic)
- Deputy Head (Residential)
- Deputy Head (Pastoral)
- Head of Learning and Development Centre
- Director of Assessment and Therapy (stepped down from the CLG at the end of this year)

Chaired by the headmaster, the two main forums of the CLG and the SMT drive the delivery of the School's outputs, the first on a weekly basis, and the second over a monthly basis. The SMT holds representation from a wider community across the School.

The structure of the academic teaching departments remains the same as the previous year, and similar to most other Independent schools in the sector, with the notable difference of the Learning Development Centre. 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 pay and remuneration for the key management personnel are set by the governors for the Headmaster and COO, and by the governors from recommendations made by the Headmaster and COO, in respect of the other members of the Core Leadership Group.

One key change in this year was the identification of the need of a Head of School role. This role will assume to day to day operational running of the School from the Headmaster, allowing the Headmaster to focus on more strategic needs. From September 2025, this role will be assumed by Lewis Clarkson, the Deputy Head (Pastoral). Roberta Biggs will assume the role of Assistant Head (Pastoral). The expectation is that this role will return to a Deputy Head role once Mrs Biggs has identified that she can fulfil all elements of the role.

Another key change is that Mr Branney stepped down from the role of Deputy Head (Academic) at the end of the year. This role has been recruited for and Mr Allen will assume the role early in 2026.

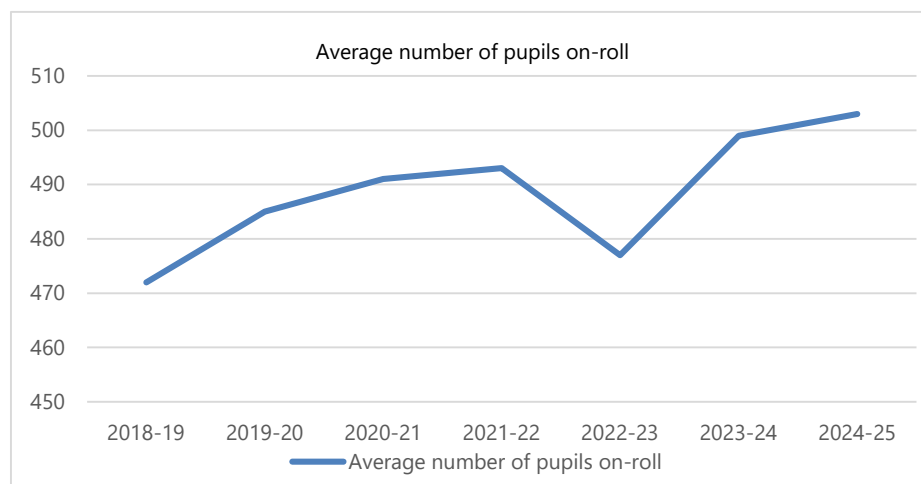
## Main aims and achievements

Our primary aims through the 2024-2025 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 academic and social 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 Ofsted Social Care inspection of the residential provision, awarding the highest grade of Outstanding, in every judgement area;
- 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 further design and implementation of a new process for supporting the continued professional development of employees in all roles.
- the creation of a five-year whole School strategy to go live from 1 Sep 2025.

## Education and outcomes

The number of children and young people supported by the School's specialist approach and provision increased, again, for the 2024-2025 academic year, with an average of 503 pupils compared with the previous year's 499 (2024), 477 (2023) and previously 493 (2022). This was in line with the new 515 limit; a material change approved by the Department for Education in October 2023. Whilst the start number for the year was 498, and the year ended with 509, these numbers could have been higher as the demand on 6<sup>th</sup> form and Junior year places were healthier than expected. Modelling suggests that overall demand will stay healthy moving into the next academic year as even VAT on school fees is implemented by the UK Government.



Outcomes for pupils in the 2024-25 academic year were empowering, 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 Year Eleven and Upper Sixth pupils achieved excellent 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 2025:

Largely, results of 2025 were aligned, if not slightly lower, than the previous years. This remains in accordance with the adjustment of the distribution of grades to pre-pandemic levels.

This is evidenced in the statistics published by the Joint Council for Qualifications (JCQ). This followed the years, 2021-2023 of Centre-Assessed Grades (CAGs), Teacher Assessed Grades (TAGs) respectively, and artificially inflated examination grades to compensate for COVID-19 disruption.

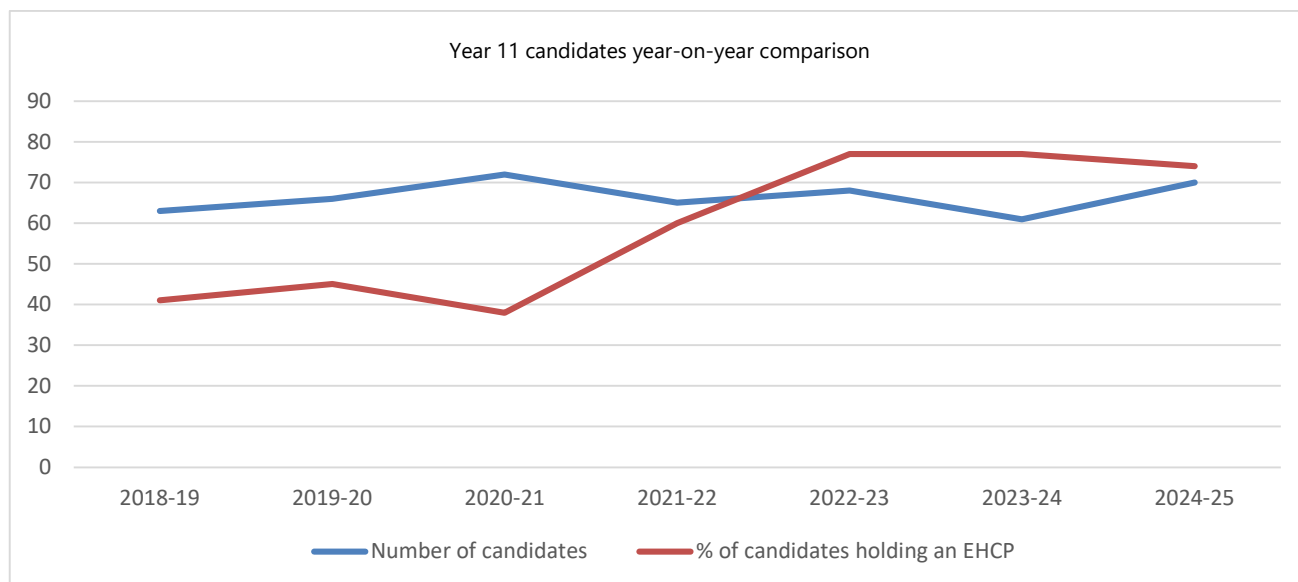
In spite of this, and also noting that summer 2025's More House School Year Eleven cohort had the same proportion of pupils whose complex special educational needs were recognised by an Education, Health and Care plan (EHCP), our pupils triumphed in their public examinations, beating the national averages (England, male) for:

- good GCSE passes (grade 4 or higher) overall,
- a good pass in GCSE Mathematics,
- a pass grade (4) or above in Science.

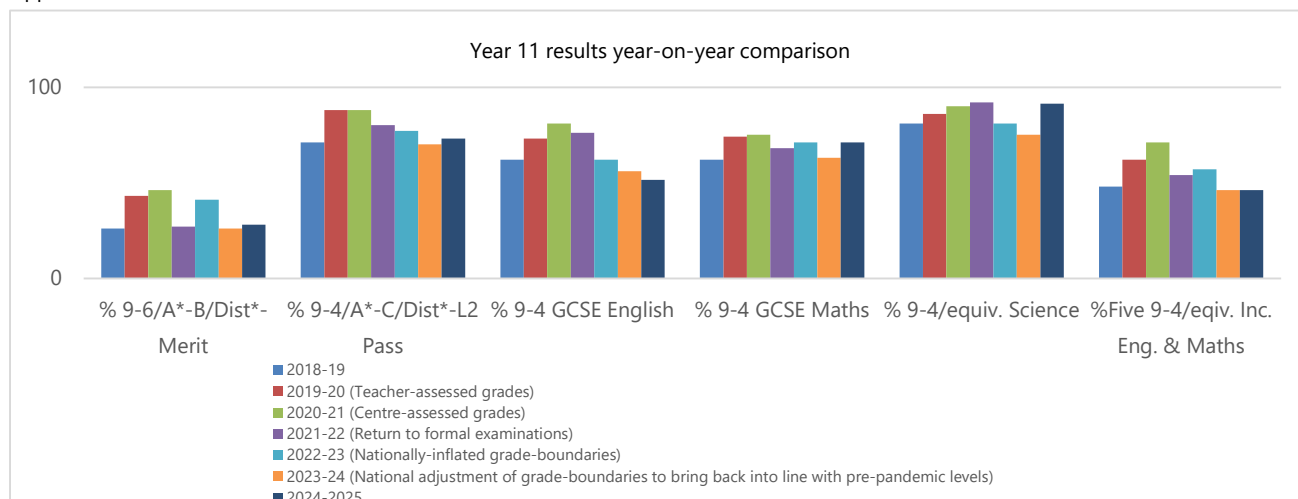
All 70 of our Year Eleven candidates overcame the challenges of Dyslexia, Developmental Language Disorder or associated Special Educational Needs, and 77% of candidates were the subjects of Education, Health and Care plans.

- 77% of grades were 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;
- 17% of candidates achieved at least one grade at 9 to 7 (equivalent to A\* to A, or Distinction\* to Distinction);
- 39% of candidates achieved at least one grade at 9 to 6 (equivalent to A\* to B, or Distinction\* to Merit);
- 54% achieved a 9 to 4 Pass in GCSE English;
- 71% achieved a 9 to 4 Pass in GCSE Mathematics (beating the England Male national average by 12.8%);
- 93.2% 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.

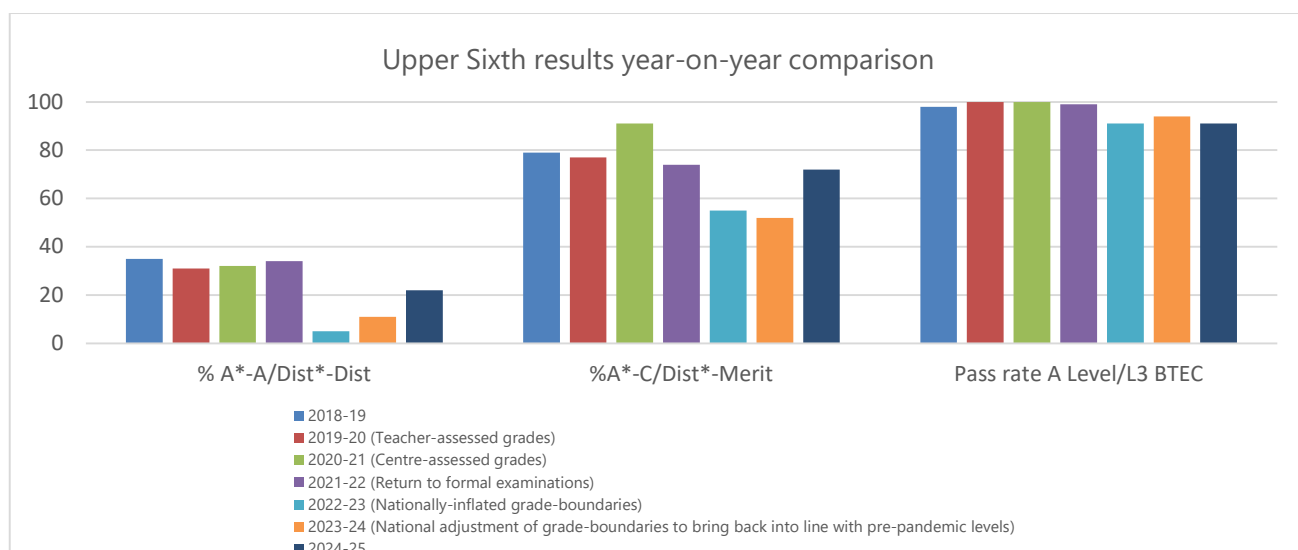
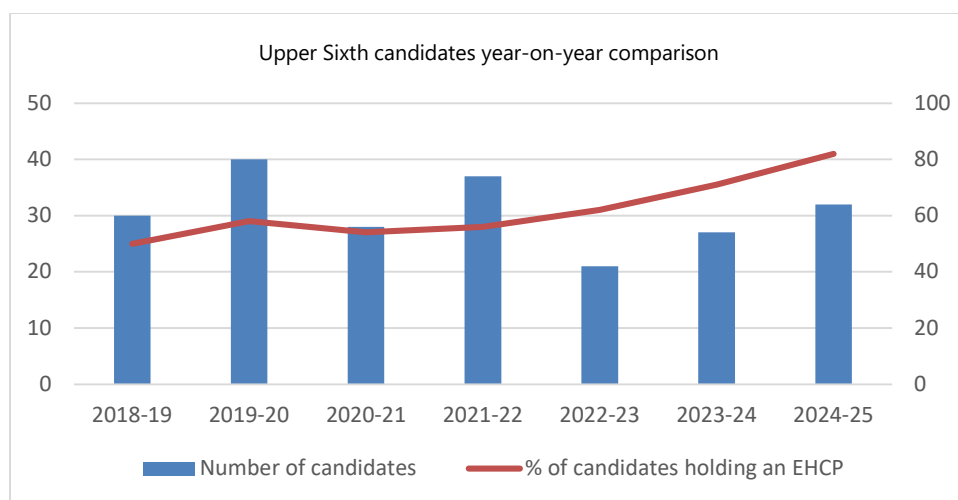


## Upper Sixth results – Summer 2024



All 33 Level 3 (Advanced Level and equivalent) candidates overcame their challenges of Dyslexia, Developmental Language Disorder or associated Special Educational Needs, and 82% held Education, Health and Care plans (a significant increase, of nine percentage points, compared with the previous year).

- 22% of A Level and equivalent Level 3 BTEC grades awarded at A\* to A (Distinction\* to Distinction);
- 72% of grades awarded at A\* to C (Distinction\* to Merit);
- 91% Pass rate at A' Level and equivalent Level 3 BTEC combined.



#### Leavers' destinations

Of our 33 Upper Sixth students who completed their studies in summer 2025, 63% applied to university degree programmes. Of those, 93% secured places and 88% progressed to university to study a breadth of degree courses, including:

Acoustical and Audio Engineering,	History and Politics,
Business Management,	Humanities,
Computer Science,	Music Production,
Countryside Management,	Politics and International Relations and
Engineering and Technology,	Sports Performance and Coaching.

Others progressed from our Upper Sixth to specialist Further Education or vocational training, into a gap-year pending deferred entry to university, or directly into employment.

#### Progress

All pupils' development of independent living skills is tracked through the annual review system and remains a focus within the School's Learning Development Centre curriculum, especially in Occupational Therapy sessions, and Residential boarding curriculum. Pupils are supported to develop social confidence and social inference, and to lessen potential vulnerabilities. They build competence in managing money and in using public amenities, such as shops and public transport. They are taught to develop independence in preparing food. The independent living skills facility within our senior boarding house, St Anthony's, continued to afford older boarding pupils access to a working, domestic-style kitchen, including domestic facilities for clothes-laundrying. Boarders are supported to develop confidence and skills in managing domestic functions in preparation for independent living after school, and they have enjoyed preparing their own breakfasts and evening meals, managing their laundry, and ironing.

#### **External inspections**

##### Ofsted

In December 2024, the School underwent the annual residential provision inspection, with the continuation of the Outstanding grading, across the following areas;

Overall experiences and progress of children and young people	Outstanding
How well children and young people are helped and protected	Outstanding
The effectiveness of leaders and managers	Outstanding
Date of inspection; 10 – 12 December 2024	
Overall judgement at the previous inspection:	Outstanding

The inspectors wrote;

*"The residential accommodation is of a high standard."*

*"Leaders put great thought into the shared spaces for pupils. They have reorganised the accommodation to meet the needs and dynamics of the pupils."*

*Ofsted, December 2024*

In terms of the grading of the School's Educational provision, in the year ending 31<sup>st</sup> August 2025, we maintained the 'Outstanding in all areas' judgement awarded in the March 2023 full school inspection, with the graded areas detailed:

<b>Overall effectiveness</b>	<b>Outstanding</b>
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 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*

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. On 10th October 2024, CReSTeD visited More House as part of their process for regular inspections of schools for pupils with Specific Learning Difficulties (SpLD). There is a robust set of criteria against which CReSTeD assesses whether a school meets the needs of its pupils with SpLD. More House School was judged to have met the criteria in all areas, and to deliver innovative and exemplary practice. The published inspection report stated:

*'The inclusive, adaptive approach to the curriculum using a solid evidence base should be shared with other schools as widely as possible. It is a vision which is clearly instilling in the boys a love of learning where perhaps once it might have felt impossible for them. This gives them options, aspirations and dreams. More House also supports this development of lifelong skills and access to professions that might one day become the boys' reality. It is a special place which has really thought about what works for their pupils and consistently works to meet the needs of the boys in their care. More House pupils are far more than their learning difficulties and the 'Beyond the Label' approach is testament to the hard work the staff do to instil self-belief, ambition and a strong work ethic in the pupils.'*

*CReSTeD, 2024*

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

During the 2024-25 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.

During 2024–2025, More House School strengthened its capacity to deliver high-quality education and support by strategically appointing specialist staff and forming a dedicated training team. This structure has enabled more efficient administration of staffing and resources, with a strong emphasis on staff wellbeing and organisational effectiveness. Comprehensive induction, mentoring, and ongoing support processes ensure that new and existing staff are well-prepared and supported throughout their roles. The Senior Management Team and line managers play a pivotal role in identifying staffing needs and aligning professional development with the School Improvement Plan. These measures collectively underpin the School's ability to adapt to evolving challenges, maintain compliance, and foster a positive, reflective culture focused on achieving the best outcomes for pupils.

#### Teacher-training

During the 2024-25 academic year, we supported five unqualified teachers in the School through their Initial Teacher Training (ITT) to gain QTS with the University of Buckingham and guided three qualified members of our teaching staff through the first year of their Early Career Teacher (ECT) induction course, and a further three through their second ECT year. Our highly experienced mentors and Lead Mentor carried out relevant training for their roles. We were supported by the Independent Schools Teacher Induction Panel (ISTip) who monitor our work in this area to ensure compliance and quality.

#### INSET training

- Sept 24: New staff induction, Safeguarding update, Data practices and protection, Ollie Foundation training, GDPR sentry, IT training, Annual Reviews/ Mentoring, Prevent, New pupil induction
- Jan 25: Professor Courtenay Norbury (UCL) 'Language and Transition', interdepartmental discussion around Language development, Pension and benefits updates, Safeguarding training, Educare course (Child Exploitation)

- April 25: Societal challenge, BFL development, 'Flying Child' Safeguarding (Child Sexual Exploitation), Coaching for BOS and new to role academic HODs, Digital Strategy, JCQ online training, Unifrog Careers platform training

#### 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. New staff benefit from a structured induction process, including buddy/mentor allocation, weekly training sessions and scheduled probation review meetings at 3, 6, and 9 months, ensuring comprehensive support throughout their first year.

#### Professional Qualifications

More House School has taken advantage of fully-funded National Professional Qualifications (NPQs), with two staff successfully completing programmes during the 2024-25 academic year and two continued on a programme.

- 1 X NPQLBC (National Professional Qualification in Leading Behaviour and Culture), to be completed Oct. '25
- 1 X NPQLT (National Professional Qualification in Leading Teaching and Learning, in a subject, year-group or phase), completed Oct. '24
- 1 X NPQSL (National Professional Qualification for Senior Leadership), completed April '25
- 1 x NPQSenco (National Professional Qualification for Special Educational Needs Coordinator), to be completed Oct. '25.

During the course of the year, five members of the residential staff team have been supported to study a NVQ level 3, and another for the NVQ level 5 (management), all in Residential Care.

One member of staff completed the Helen Arkell Dyslexia Charity's Level 5 PGDip. SpLD.

#### Other 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 externally accredited training and awards. These professional-development programmes are designed, published and delivered by More House School.

- Level 3 Award 'Effective SEND Support
- Level 3 Award 'Executive Function'
- Level 4 'Approaches to SEN in the classroom'

#### Learning Beyond the Label and Using the Class Mapping Tool training courses

The School recognises the unique higher level knowledge base in SEN, and in order to share this for the benefit of a broader cohort, developed a course, launched in September 2023, introducing practitioners to supporting SEND through the support of key cognitive functions and reflecting the evidence base from the University of Cambridge's CALM (Centre for Attention, Learning and Memory) research project. All new employees completed this course as part of their induction and it has been made available to practitioners in mainstream and other specialist providers. The Using the Class Mapping Tool course was launched in May 2025 to accompany the innovative Class Mapping Tool approach to supporting SEND pupils in the context of whole classes.

## The Gard'ner Memorial Limited known as More House School

Report and Accounts for the year ended 31<sup>st</sup> August 2025

### Outreach Activities

The 2024–25 academic year has been marked by strategic growth and deepening impact across outreach provision at More House School. The training team has delivered a broad and inclusive programme, refined and developed training resources, increased involvement in university research projects and expanded external partnerships. Notable developments include the launch of the More House Practice Model and increasing the contacts on the Outreach mailing list. The team's work continues to align with the School's development plan and five-year strategy, with clear evidence of impact and responsiveness to evolving SEND challenges in the sector.

### Lecturing/Training

Provision of external, Outreach training activities during the course of the year ending 31<sup>st</sup> August 2025 included:

ISA professional development - delivered 3 x Language is the Basis of Everything, Executive Function and SEND in the Classroom	Charterhouse conference attended by 120 teachers and SENDCOs, with focus on executive function, supporting SEND in Mathematics and pastoral support from MHS expert practitioners
INSET sessions run at 2 other schools and for a group of schools	'Learning Beyond the Label: An Introduction to Transdiagnostic support' delivered online
Level 3 Award: 'Effective SEND Support' and Level 4 Award: 'Approaches to SEND in the Classroom' delivered online to a range of More House and external professionals	'Learning Beyond the Label: Academic Support at Home' delivered online
Free-to-access Spotlight webinars for external professionals: 'Beyond the Label in the classroom', evidencing and sharing best classroom practice across English, Mathematics, Science and Humanities for KS2-5	Bespoke consultancy: Visits from SENCOs, senior leaders and teachers from a range of state (primary and secondary) and independent schools (prep and senior) coming to see the School or meet online
Winchester Uni PE PGCE student session delivery	I2i placements through a local MAT for 5 trainee teachers
Increased dissemination of the Class Mapping Tool through the ISC SEND conference, Charterhouse conference and work with schools, with over 100 schools taking a copy and planning to share it with their staff	Visits to other schools to meet staff, view lessons and tour the school

### Research projects

- Beyond the Label Research with CALM (University of Cambridge and University of East Anglia)
  - o Developing a research plan and carrying out pilot research to gather preliminary data for a Nuffield funding application in March 2025. This included interaction for More House staff with Prof. Joni Holmes.

### Consultancy project development

- Preparation for consultancy package throughout 2025-26 for a large independent HMC school, incorporating whole staff INSET, online course delivery, resources, bespoke workshops for a pilot group as well as coaching, exchange visits and placements and ongoing practice support.

### Other events and projects

- Kim Wells: Development of Coaching skills for More House line managers, as well as introduction to coaching skills for new line managers and Business Operations Staff.

### Parental training:

- Three sessions for parents were run in collaboration with FOMH (Chair: Kate McPherson) during 2024-25 using hybrid sessions in person and online on Wednesday evenings. 50-70 parents in attendance at each one, either in person or online.
  - o October '24: SET – Social and Emotional training
  - o January '25: Bettina Hohnen – The Incredible Teenage Brain
  - o May '25: Nutrition and Learning – Lucinda Miller
- The online course for parents 'Beyond the Label: Parental strategies for academic support' continues to be made available and is accessible by MHS parents free of charge

## Safeguarding

Safeguarding arrangements for pupils are strong, proactive, and well embedded across the School. Early information-sharing with previous schools supports smooth transitions and early identification of concerns. Vulnerable pupils are clearly flagged on Engage, enabling tailored support and effective monitoring. Pupils are confident in using the Worry Button, with timely responses from staff, reinforcing a culture of listening and support. Safeguarding is highly visible through pupil-friendly posters, regular reminders about trusted adults, assemblies, and termly reinforcement of reporting processes. Multi-disciplinary CREW meetings ensure collaborative oversight of pupils of concern. Robust online safety measures, including Impero, Smoothwall, and boarding device checks, further strengthen pupil protection.

Safeguarding is a core priority for staff, underpinned by comprehensive induction, regular training, and clear reporting systems. New staff receive MHS-specific safeguarding training alongside statutory modules, with ongoing Educare courses reinforcing key themes. Face-to-face inset training 'Why Language matters' as well as external specialist training on Suicide Prevention delivered by the Ollie Foundation and *The Flying Child Project* session on child sexual abuse and annual KCSIE Part 1 knowledge checks ensure staff confidence and accountability. Reporting mechanisms for safeguarding and low-level concerns are well established and effectively monitored. Regular communication through *The Lookout* newsletter keeps staff informed of emerging risks and guidance.

Parents are kept informed through the termly *Lookout* safeguarding newsletter, targeted communications, and accessible safeguarding policies. The School continues to explore parent workshops, particularly around online safety and SEND, with plans to deliver targeted sessions when feasible.

The DSL team provides strong oversight through regular meetings, effective case management, close liaison with external agencies, and rigorous record-keeping via CPOMS. Supervision, SCR checks, and reporting to the Safeguarding, Governance & Welfare Committee support robust governance. Policies are regularly reviewed and updated, and the DSL team actively engages in professional development to remain informed of emerging safeguarding risks.

Filtering and monitoring systems are robust, regularly reviewed, and exceed statutory minimum requirements. Clear responsibilities between IT and safeguarding staff ensure effective oversight, real-time monitoring, and prompt action when concerns arise.

Looking ahead, the School plans to strengthen pupil voice through targeted safeguarding and wellbeing surveys, using the findings to inform safeguarding planning, pastoral support, and inspection evidence, alongside considering more structured check-ins for vulnerable pupils. Staff engagement will be developed through a safeguarding staff survey, clearer and more structured communication, and low-burden activities to reinforce safeguarding awareness, with a paper reporting option introduced for staff without regular IT access from September 2025. Parental engagement will be strengthened by increasing the visibility of *The Lookout* and continuing efforts to deliver parent workshops, particularly focused on online safety and SEND. Within the DSL team, there is a clear recognition that operational demands have limited strategic development, with a forward focus on embedding improvements as capacity allows, extending supervision, and continuing annual reviews of filtering and monitoring arrangements in line with statutory guidance.

The December 2024 inspection highlighted:

*'The designated safeguarding lead (DSL) is exceptional. Her dynamism and enthusiasm are pivotal to the creation of the provision's excellent safeguarding culture. The DSL has broadened the scope of safeguarding to tackle issues at an early stage, empowering staff to help pupils early on. The DSL keeps staff and governors up to date with training and the latest safeguarding issues. The DSL produces a fantastic online safeguarding update. This covers e-Safety and current safeguarding topics such as spiked vapes, male body image and pupils' mental health. The guide is interactive and includes links to make information highly accessible.'*

*Leaders' oversight of safeguarding is strong. The staff meet often at staff meetings to track safeguarding concerns and actions for pupils. One social care professional said that the DSL has, 'An excellent grasp' of the challenges a pupil's family may face.'*

*Pupils are highly confident in raising concerns. The DSL has produced a new 'worry video' for the pupils. This helps guide pupils on where to go to speak to key adults when they have a worry. This is particularly helpful given the needs of the pupils and helps them to break down barriers to access help. There is also a 'worry button' available to pupils on the provider's intranet where they can raise concerns. Pupils say that they would happily raise concerns with staff directly if they needed to.'*

*Staff are acutely aware of the risks for pupils online. There are highly effective filtering and monitoring systems in place to reduce risks to pupils. The DSL has a keen focus on emerging risks. They are working proactively with the ICT department to skill up staff to be alert to these developments.*

*Leaders manage concerns about staff effectively. When there was a concern about the conduct of a non-contact member of staff this was shared with partner agencies. The concerns were investigated thoroughly, and the school's procedures followed. There have been no serious concerns about staff in the residential provisions. Low level concerns are managed well. Leaders in the provision promote a strong learning culture which involves discussions with the pupils and staff involved. The head teacher and DSL have excellent recording and oversight of the concerns.'*

*Ofsted, December 2024*

## 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 31<sup>st</sup> August 2025, the More House School community donated £10,824 to charitable causes, supporting the following charities:

Dogs for Autism  
Dementia UK  
Helen Arkell  
Space to Grow

Salvation Army  
Marie Curie  
Great Ormond Street Hospital

## Staff and Structure

During this year, the teachers' pensions changes settled into place along with the new Royal London pension offering. There was also considerable work in preparing for a new approach to teachers' pay scales, which is due to be implemented in 2026. In other areas of the School, what was called 'Support Staff' was renamed 'Business Operations Staff' to better reflect the criticality and business mindset needed from the change. Other than that, the major changes centred around the creation of a new Head of School role. This new role allows the current Headmaster to focus in on the strategic elements required of the School by allowing the new role to run the School operationally. Due to the unique nature of this role, More House are delighted that the current Deputy Head (Pastoral), Lewis Clarkson, will be stepping up into this role from September 2025.

## Performances

In February 2025, senior years pupils staged their musical theatre production, *Peter Pan*, following on from their previous success of *Twelfth Night Fever* the previous year. Due the traditional nature of this performance, this was not, as the preceding two years, taken to the Edinburgh Fringe, however, plans are already afoot for More House to attend the Fringe in 2026.

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.

## Capital projects

The two main projects in scope for this period were:

- St Matthew's Science Blocks
- All weather sports surface, roadway and pavilion

The first of these saw the current buildings demolished, with over 90% recycled, and then, thanks to the proactivity of Kingswell Limited, a new 2-D building designed and installed in the same place over the summer holiday months. The fact that that the whole building was

installed over that two-month period was outstanding. The new building in place is of energy efficiency classification A+ and offers a wonderful new flexible space, predominantly for exams, but for many other reasons too. This building is fully solar fitted with internal batteries to boost the energy approach.

Following the successful award of planning permission by Waverley Council in November 2024, work has been ongoing as to the next steps for the 3G pitch, pavilion and roadway. Local engagement was carried out with neighbours on our site, and concerns heard and captured, however, the ability to now envision a winter where our boys aren't hugely limited in their sporting offering is so very exciting, and this 3G pitch will resolve those issues once built.

Since November, early investigatory works has been done with a number of potential contractors, and methods of assuring the delivery of a robust solution. This caused More House to seek planning and delivery expertise to act as our partner to ensure this project is delivered to the highest quality and timeliness. As such, More House looked at alternatives towards the end of this accounting period, and nominated WWA Ltd shortly into the next year.

The 3G pitch will be transformative for More House boys, and for our general provision, to day and boarding pupils alike.

### **School and Community**

More House School continued to provide an essential resource to the local and wider community. The School confirms that it has had regard to the Charity Commission's guidance on Public Benefit. Through the year ended 31<sup>st</sup> August 2025 more than 500 pupils were educated by the School. Those pupils came from a wide breadth of social backgrounds and from a wide geographical area. 74% 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 discounts. Sixth Form students are provided discounts 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. During the same period, with grateful thanks to a key donation at the very end of the preceding year, a bursary fund was created for unique predicaments for our boys and their families. Towards the end of the year, two bursaries were awarded to support hardship instances for these particular families.

During the 2024-25 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 as highlighted above in our Outreach activities.

Also in this period, other notable activities included the Schools support for pupils to World Challenge with the expedition this year operating in Tanzania. Equally, the annual ski trip was again an outstanding success, as was the introduction of the More House Apiary, with four bee hives in operation by the end of the year supplying honey to our pupils, parents, staff and local community.

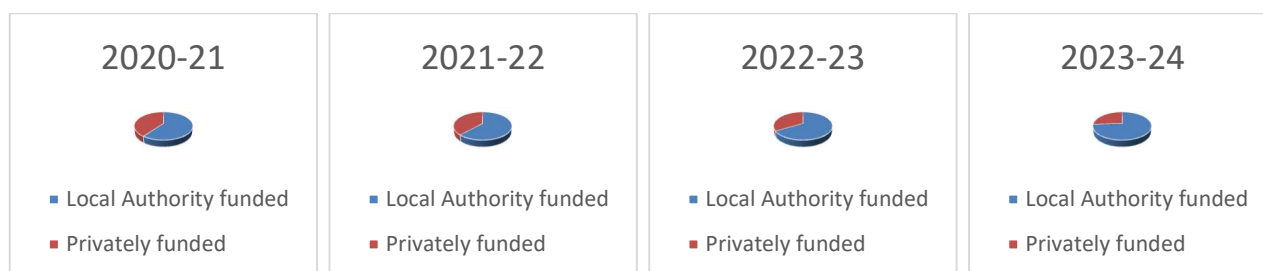
Additionally, More House School supports a variety of other schools and charitable trusts by sharing expertise directly through serving on committees and boards. These include several state-maintained and non-maintained school governorships and independent school governorships, serving on the CReSTeD 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.

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 2024-25 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, and free use of our Music facilities for Farnham Youth Choir.

## Strategic report

The average number of pupils on roll during the year was 503, a slight increase from the previous year, but short of the 515 capacity approved by the Department for Education in the previous year.

Of those 503 pupils' placements, 74% were funded publicly, by approximately thirty different local authorities, for pupils in receipt of an Education, Health and Care Plan. This represented an increase from the preceding year, with indicators that some influence of this increase being a response to the Government's implementation of VAT on school fees, even for specialist provisions such as More House.



## VAT

In October 2024, the Labour Government notified all independent schools that the payment of school fees would incur a new tax, applied through the Value Added Tax (VAT) scheme, from 1 January 2025. This resulted in a significant amount of work from the Finance team to re-structure the organisation's financial structure, ably supported by HaysMac and others. The accounts were restructured in the best way for ease of management and operations. With approximately two-thirds of our pupils educated under an EHCP, the VAT element is payable by the placing local authority; however, for the remaining one third of parents, this VAT represented a significant increase in costs to families. This, however, only resulted in the loss of two pupils directly citing the VAT change; testimony to the value placed by such families on access to a More House education.

## School Development Plan

The School Development Plan continues to focus on pupils' progress and outcomes through the development of teaching and learning, pastoral development, support of the staff, training, mentoring, and communications, and also facilities, finance and IT developments. However, as will be described below, this focus on pupils' progress and outcomes will now be realised through the in-year delivery of the new five-year strategy, underpinned in all areas by More House School's commitment to the relentless pursuit of excellence.

## 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. Continued external training for all employees, and for managers has been conducted. A coaching lead was appointed one day a week beginning June 2024, who established an 'Eight Strands of Coaching' approach, built a coaching champions team and produced a strategic plan for a period up to July 2026.

A professional development review approach was implemented during 2024-25, with all staff across the organisation invited to complete a self-review assessment before meeting with a reviewer to identify successes from the previous year and to plan objectives for the coming year. This review approach will be used once more in the coming year.

The techniques and structures employed at More House School at superb value-for-money, represent a wholly different, tailor-made approach to the education of SEND children. This is the School's USP, and, along with the fully engrained raison d'être for transformational outcomes, this is a model that More House wishes to share further in the future. This, as yet relatively untapped stream through development of the Beyond the Label educational ethos, represents an exciting opportunity for More House and other schools (state-maintained and independent) to empower more SEND children across the UK, and transform their futures.

## Capital development

The nature of the School site requires ongoing commitment to the maintenance and development of the School's fabric and facilities. Of particular focus for the immediate future are the projects of;

- St Matthew's redevelopment. Following completion of this building across the summer period, this now needs to be supported on being brought into use, and any changes needed.
- All weather sports surface, pavilion and roadway. With the project kick-off initiated this year, and the selection of the delivery partner of WWA, the plan is coming together for the commencement of construction in the summer of 2026 (following a ceremonial commencement at Founder's Day in July 2026). The current surface suffers from waterlogging issues during the winter, and has no lighting provision. This new surface will be designed primarily for football and hockey, but will be used for a whole variety of other sports, activities and play. The associated pavilion will add a much-needed space for changing and post-match events.. Combined with a new road structure, car charging points, but also with a full environmental approach to tree planting and consideration, this represents the most exciting development in the School for nearly 10 years.
- Don Bosco. This wooden building complex of a series of classrooms is requiring increased maintenance activities to keep it running. Assessment suggests that it will be economically unviable as a teaching and learning space within five years and will need replacing. Deep in the heart of the School landscape, this will feature in the Strategy for both investment and alignment in the Whole Site plan, which will be delivered in 2026.

## Expansion

The ambition to afford access to a More House education for 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, and the Headmaster stated this aim clearly at this year's Founder's Day, to the entire School community.

As such, the new strategy developed for activation in September 2025 outlines two key steps in achievement of this:

- Identification of a point in time when the School is ready to react to specific opportunities. This depends on clarity around financial resilience and options for realising increased funding to support such a move, as well as modelling and refinement of the aims of such expansion.
- Identification of a point later in time that represents the School's intent, should it not have found an opportunity, to change the approach to actively looking and creating opportunities for expansion.
- 

## Strategy & Future Plans

Following a considerable amount of work towards a comprehensive strategy, the Governors agreed a strategic approach commencing September 2025, centred around the following three goals for 2030:



This will be achieved through the following five Strategic Themes:

Strategic Themes				
Educational Excellence	Quality Staff Delivery	Diverse Outreach	Broader Audience	Capital & Resource
<i><b>Our Core Offer</b></i>	<i><b>Our People</b></i>	<i><b>Our Outreach</b></i>	<i><b>Our Impact</b></i>	<i><b>Our Resource</b></i>
<ul style="list-style-type: none"> <li>Secure the educational base</li> <li>Deliver Independence curriculum</li> <li>Deliver full SEN curriculum</li> <li>Boarding full integration</li> <li>Boarding excellence</li> <li>LDC Consultancy</li> <li>Continuous Improvement</li> </ul>	<ul style="list-style-type: none"> <li>Metrics for staff involved in Outreach</li> <li>Parental Training</li> <li>Structured Secondments</li> <li>State sector identified MH to embed teachers</li> <li>Thought Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Tiered Outreach development / increase</li> <li>The More House quality standard</li> <li>Full consultancy offering</li> <li>International outreach / development</li> </ul>	<ul style="list-style-type: none"> <li>University Partnering</li> <li>Overseas partnering</li> <li>More House Assessment centre</li> <li>Expand More House to second site [enabling girls]</li> </ul>	<ul style="list-style-type: none"> <li>Net Zero</li> <li>Financial constructs / investments</li> <li>Fit For Growth [efficiency]</li> <li>Lettings commercialisation</li> <li>Partnering construct</li> <li>More House Group construct</li> </ul>

This has been set out in a detailed 'tube map' outlining the complexities and dependencies between these five themes. Operational delivery of this will be via:

- The School Development Plan (SDP). A new approach to this will bring about a focus in on the strategy for delivery in-year.
- A changed approach to the drum beat of the Senior Management Team (SMT) whereby one SMT meeting each month will be dedicated to the progression of the strategy within the SDP annual boundaries.
- A series of cross-staff working groups to empower delivery of this and spur innovation and development. These will be held on regular basis.

Some key areas of focus on future plans inside this strategy include:

- LED replacement programme, with the intent to have converted the whole site by April 2026.
- Pupil devices programme, with the intent to have a programme live and operational for pupils by September 2026 based on a full digital strategy following a depth study as to the most suitable approach considering the unique SEND needs for our children.
- Implementation of a pilot Assessment Centre by September 2027 to support parents of any children requiring assessment for any child with regards SEN. This will not be funded through core School costs.
- Restructuring our financial approach for resilience going forward.

## Risk

Risk management in More House School is considered regularly at Core Leadership Group (CLG) and Governor levels to ensure sufficient consideration is being applied. A change in the previous year to the risk framework has seen the risk register reviewed and updated for a more considered pre- and post-mitigation assessment of the key risks the organisation faces.

Prior years identified and framed risks surrounding VAT and business rates changes, which have now occurred, but whose effects have been mitigated to the best opportunity. Whilst the School had no choice but to pass on the 20% VAT to parents and local authorities, we have absorbed the business rates changes and have sought to continue to reduce costs across the estate.

Other key risks revolve around the following areas, all of which have been assessed to be mitigated to acceptable levels:

- Educational standards. Decline in this key corner stone due to lowered teaching standards. This is carefully monitored through curriculum policy reviews, multi-layered teacher training, monitoring, and careful oversight by the Teaching, Learning and Therapy governing committee with relevant skilled Governors involved.
- Boarding Reduction. The boarding provision has seen a slight continuation in reduction. Whilst this remains in line with National trends, the level of marketing for boarding purposes is low, and hence a specific line of the strategy is focussing on arresting this decline and hence mitigating the impact.
- Recruiting talent (including loss of key talent). The need to attract, recruit and retain the right talent remains a constant task. Affording the right pay level, review of conditions and offering, as well as weekly review of the recruitment status at CLG and termly consideration by the Governors provides a strong backstop to the process.
- Loss of data, IT breach, or cyber-attack. Strong proactive steps taken in recent years provide a robust and resilient approach here from the highly skilled IT Services team. Regular training and testing of the systems and our staff ensure sufficient awareness and reporting and systems redundancy, on multiple levels assure our data and business continuity.

- Fire. A robust approach to fire prevention, with weekly checks in place, as directed by standard best practices with termly whole school fire alarms for day and boarding allows the best mitigation against fire. The fire alarm systems remain robust and well managed with the Health and Safety committee providing termly oversight.
- Accidents and injuries. These are monitored via registers and actively considered regularly to reduce such risks as much as possible in collaboration with key staff, such as our on-site medical team, estates manager, catering manager and Director of Sports. The Health and Safety Committee review this on a termly basis.
- Fraud. Strong checks remain in place to prevent this with multiple layers of controls throughout. Supported by strong banking controls, authorisation method, and procurement checks, this is also monitored by the Finance and General Purposes committee.
- Loss of income. Reviewed permanently through the continued Admissions team push to achieve the maximum student numbers each year, the offering the School provides is under permanent self-scrutiny, and evidenced throughout the year with the various inspections carried out.
- Governmental changes to SEN provision. Only coming to light at the very end of the period, the Government's intent to rationalise the SEND provision for children in the UK is likely to propose adverse impact on the operations of More House School. The School will seek to inform and prevent this risk using its strong influence in the area, whilst developing options to mitigate any impact on the current high dependency on EHCP funding.

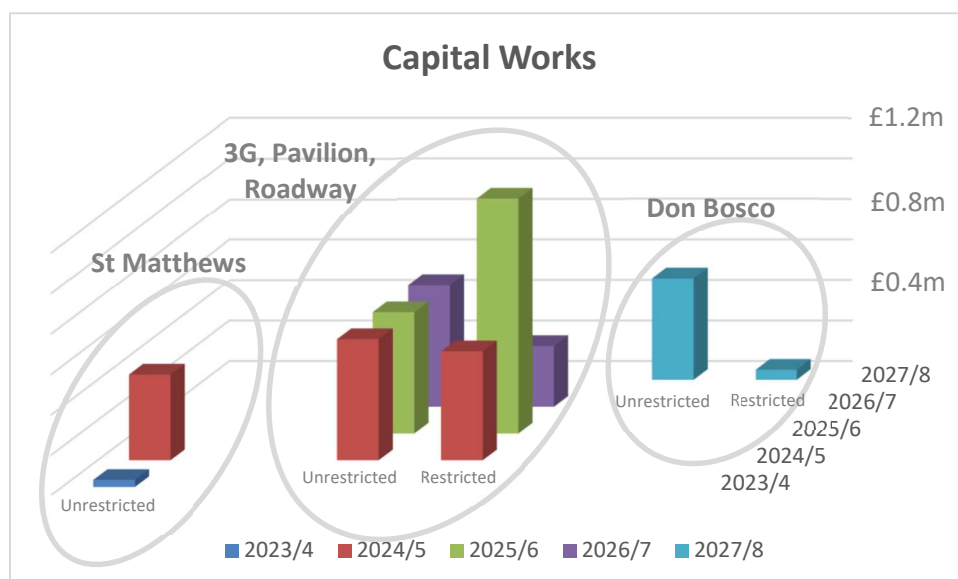
## **Finance Review**

Total gross income for the year ended 31 August 2025 increased to £12.4m (2024: £11.6m), a rise of £0.7m. The School's principle source of income is the charitable income from school fees and other income, which increased to £12.1m (2024: £10.6m), a rise of just under £1.5m.

In 2023–24, the School benefited from significant one-off restricted donations of £1.0m, designated for specific purposes. Restricted donation income reduced to £0.2m in 2024–25, reflecting the exceptional nature of the prior year's funding. The unrestricted operating position year ended 31 August 2025 was £0.9m surplus (2024: £26k deficit), of which, £750k is allocated to a new Designated Fund for capital works. This fund has been approved by the Governors to ensure we maintain visibility of unrestricted funds which are to be used for key infrastructure, in this case, the new 3G pitch, pavilion and roadway.

The School has significant capital requirements to maintain and enhance its infrastructure. Priority projects include the 3G pitches, sports pavilion and roadway, which is estimated to require investment approximately £3.8m. Additionally, the School's capital roadmap for the next two to five years requires similar funding levels in the range of £3m to £5m, including projects such as the replacement of the Don Bosco maths block of buildings and further estate improvements.

The Income / Expenditure / Surplus for these two years demonstrates the arrestment of the 5 year decline to stabilise the Charities future. In the prior year, this loss was masked by the kind donation of £1m restricted funds, whilst this year, the return to surplus includes the necessary creation of a designated fund to ringfence critical infrastructure needs, for this three year period, focussed on the creation of the 3G pitch, pavilion and roadway. This is well demonstrated in the following.



## Fundraising

A new Development Department was established at More House School in September 2024. Fundraising during the year has built strong momentum, with the launch of the *More Than a Pitch* campaign to support the creation of transformational new sports facilities on the School site. By the year end, the campaign had reached £196,615 towards its £1 million target, all of which are restricted donations, and are accounted for in the Restricted Sports Facilities Fund.

This fundraising success has been achieved through a combination of transformational philanthropy, family support and targeted grant activity. A clear strategy for the forthcoming year has been developed to engage the wider school community through fundraising activities, events and ambassador-led initiatives. Alongside this, a focused programme of trust and foundation applications is underway, with further opportunities identified to support the next phase of the campaign and the development of the new sporting facilities.

## Alumni Community

This year has seen important progress in building a connected and aspirational More House Alumni Community. Work is well underway to launch the new More House School website, planned for early 2026, providing a welcoming and inclusive space for former pupils to reconnect, share experiences and contribute to school life. Alumni involvement is also being actively linked to careers guidance and mentoring opportunities, enabling former pupils to inspire and support current boys. The growing collection of alumni stories and planned reunion events reflect a renewed commitment to maintaining lifelong relationships with former pupils that celebrate individuality, resilience and the enduring More House spirit.

## 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 is 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 maintain reserves totalling three months of full staff costs. At the end of this accounting year, this represented £2,269,317, equivalent to 18.8% of income, unrestricted funds (2024: £2,024,002 equivalent to 19% of income, unrestricted funds). These funds are kept in a separate account, and changes to the accounts for the School late in this accounting period now allow for higher interest to be drawing from monies held on account for longer periods of time.

As with other schools, our cash flow is affected by our timing of the fees and receipts of payments from parents and Local Authorities. This has been further complicated in this accounting period with Education becoming a taxable supply for VAT, however, the School remains exposed to Local Authorities withholding payments, or paying late, with one local authority taking almost the entire year to settle their debts for their children, and as such, hold an extra reserve amount accordingly.

At the end of the accounting period, the School held general reserves of £3,500,488 (2024: £3,250,306). The School also has a designated the sum of £11,205,022 in a fixed asset fund (2024: £11,354,696), which represents the historic investment in the fabric of the estate and is therefore not deemed to be readily available. Additionally, the School has designated the sum of £750,000 in a capital works fund, which is to fund future capital projects required by the School and is also therefore not deemed readily available.

2024/25 Reserves		
Unrestricted		Restric...
£11.2m	£2.3m	£0.6m
	3 months operating reserves	Facilities Fund
	£1.2m	£0.5m
	Remaining general fund	Bursary Fund
Designated Fund, Fixed Assets (Infrastructure)	£0.75m	Sports Facilities Fund
	Designated Fund, Capital Works	

#### 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:

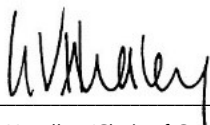
- there is no relevant audit information of which the company's auditors are unaware; and
- the directors have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditors are aware of that information.

## AUDITORS

A resolution proposing the re-appointment of Azets Audit Services Ltd 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 23/03/2026 and signed on its behalf by:



30/04/26

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Glenn Handley (Chair of Governors)

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

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**Opinion**

We have audited the financial statements of The Gard'ner Memorial Limited (the 'school') for the year ended 31 August 2025 which comprise the statement of financial activities, the balance sheet, the statement of cash flows and notes to the financial statements, including 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 2025 and of its incoming resources and application of resources, including its 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 school 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**

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the school's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

**Other information**

The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. The trustees are responsible for the other information contained within the annual report. 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. 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 course of 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 this gives rise to a material misstatement in the financial statements themselves. 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.

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

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

- the information given in the trustees' report for the financial year for which the financial statements are prepared, which includes the directors' report prepared for the purposes of company law, is consistent with the financial statements; and
- the directors' report included within the trustees' report has been prepared in accordance with applicable legal requirements.

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

In the light of the knowledge and understanding of the school and its environment obtained in the course of the audit, we have not identified material misstatements in the directors' report included within the trustees' 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, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit; or
- the trustees were not entitled to prepare the financial statements in accordance with the small companies regime and take advantage of the small companies' exemptions in preparing the trustees' report and from the requirement to prepare a strategic report.

#### **Responsibilities of trustees**

As explained more fully in the statement of trustees' responsibilities, the trustees, who are also the directors of the school for the purpose 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 trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. In preparing the financial statements, the trustees are responsible for assessing the school'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 trustees 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.

A further description of our responsibilities is available on the Financial Reporting Council's website at: <https://www.frc.org.uk/auditorsresponsibilities>. This description forms part of our auditor's report.

Extent to which the audit was considered capable of detecting irregularities, including fraud

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above and on the Financial Reporting Council's website, to detect material misstatements in respect of irregularities, including fraud.

We obtain and update our understanding of the entity, its activities, its control environment, and likely future developments, including in relation to the legal and regulatory framework applicable and how the entity is complying with that framework. Based on this understanding, we identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. This includes consideration of the risk of acts by the entity that were contrary to applicable laws and regulations, including fraud.

In response to the risk of irregularities and non-compliance with laws and regulations, including fraud, we designed procedures which included:

- Enquiry of management and those charged with governance around actual and potential litigation and claims as well as actual, suspected and alleged fraud;
- Reviewing minutes of meetings of those charged with governance;
- Assessing the extent of compliance with the laws and regulations considered to have a direct material effect on the financial statements or the operations of the entity through enquiry and inspection;
- Reviewing financial statement disclosures and testing to supporting documentation to assess compliance with applicable laws and regulations;
- Performing audit work over the risk of management bias and override of controls, including testing of journal entries and other adjustments for appropriateness, evaluating the business rationale of significant transactions outside the normal course of business and reviewing accounting estimates for indicators of potential bias.

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 of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

#### **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.

*Azets Audit Services*

**Debra Saunders Bsc FCA (Senior Statutory Auditor)**

**For and on behalf of Azets Audit Services, Statutory Auditor**

**Chartered Accountants**

Ashcombe Court

Woolsack Way

Godalming

Surrey

GU7 1LQ

1 May 2026

**STATEMENT OF FINANCIAL ACTIVITIES  
FOR THE YEAR ENDED 31 AUGUST 2025**

		Unrestricted General Funds £	Unrestricted Designated Funds £	Restricted Funds £	Total 2025 £	Total 2024 £
INCOME FROM:	Notes					
<b>Charitable activities:</b>						
- School fees receivable	1	11,642,053	-	-	11,642,053	10,260,103
- Other school income	2	416,462	-	-	416,462	328,842
<b>Investments – interest</b>		44,146	-	54,145	98,291	30,825
<b>Voluntary sources:</b>						
- Appeal and other donations		147	-	220,698	220,845	1,025,069
		-----	-----	-----	-----	-----
		12,102,808	-	274,843	12,377,651	11,644,839
		-----	-----	-----	-----	-----
<b>EXPENDITURE ON:</b>						
<b>Raising funds:</b>						
- Fundraising and development		36,623	-	-	36,623	13,691
- Finance and other costs		117,385	-	-	117,385	150,421
		-----	-----	-----	-----	-----
		154,008	-	-	154,008	164,112
<b>Charitable Expenditure:</b>						
<b>School operating costs</b>						
- Teaching costs		6,590,630	-	23,832	6,614,462	6,131,118
- Boarding and catering		1,520,341	-	-	1,520,341	1,470,638
- Premises		1,624,456	-	-	1,624,456	1,585,471
- Support and governance costs		1,362,865	-	-	1,362,865	1,311,736
		-----	-----	-----	-----	-----
Total expenditure	3	11,252,300	-	23,832	11,276,132	10,663,075
		-----	-----	-----	-----	-----
Net Income		850,508	-	251,011	1,101,519	981,764
<b>Transfer between funds</b>	13	(600,326)	600,326	-	-	-
		-----	-----	-----	-----	-----
<b>Net movement in funds</b>		250,182	600,326	251,011	1,101,519	981,764
<b>RECONCILIATION OF FUNDS</b>						
<b>Total funds brought forward</b>		3,250,306	11,354,696	1,023,620	15,628,622	14,646,858
		-----	-----	-----	-----	-----
<b>Total funds carried forward</b>	13	£3,500,488	£11,955,022	£1,274,631	£16,730,141	£15,628,622
		=====	=====	=====	=====	=====

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 35 to 45 form part of these financial statements. Refer to Finance Review on page 21 for more information regarding operating performance and capital funding requirements.

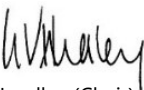
**BALANCE SHEET**

**AS AT 31 AUGUST 2025**

**COMPANY NUMBER 523768**

		2025	2024
	Notes	£	£
<b>FIXED ASSETS</b>	5	12,885,773	13,069,691
<b>CURRENT ASSETS</b>			
Debtors	6	1,078,284	139,154
Cash at bank - Restricted		1,274,631	1,023,620
Cash at bank - Unrestricted, Designated		750,000	-
Cash at bank - Unrestricted, General		5,144,537	4,412,931
		-----	-----
		8,247,452	5,575,705
<b>CREDITORS: Amounts falling due within one year</b>			
Fees in advance		(1,185,725)	(761,204)
Other creditors	7	(1,570,608)	(570,575)
		-----	-----
		(2,756,333)	(1,331,779)
<b>NET CURRENT ASSETS</b>		5,491,119	4,243,926
		-----	-----
<b>TOTAL ASSETS LESS CURRENT LIABILITIES</b>		18,376,892	17,313,617
<b>CREDITORS: amounts falling due after more than one year</b>	8	(1,646,751)	(1,684,995)
		-----	-----
<b>TOTAL NET ASSETS</b>		16,730,141	15,628,622
		=====	=====
<b>FUNDS:</b>			
<b>UNRESTRICTED FUNDS</b>	13		
– GENERAL		3,500,488	3,250,306
– DESIGNATED, FIXED ASSETS		11,205,022	11,354,696
– DESIGNATED, CAPITAL WORKS		750,000	-
		-----	-----
		15,455,510	14,605,002
<b>RESTRICTED FUNDS</b>	13	1,274,631	1,023,620
		-----	-----
<b>TOTAL</b>		£16,730,141	£15,628,622
		=====	=====

The financial statements were approved and authorised for issue by the Board of Governors on 23 March, 2026 and were signed below on its behalf by:

 30/04/26  
Glenn Handley (Chair)

 30/04/26  
Andy Routley (Deputy Chair)

**STATEMENT OF CASH FLOWS**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

		2025	2024
	Notes	£	£
<b>Cash flows from operating activities:</b>			
Net income from restricted capital donations		250,760	1,008,088
Net income from operating activities excluding restricted capital donations		2,132,720	846,748
<b>Net cash provided by operating activities</b>	19	2,383,480	1,854,836
		-----	-----
<b>Cash flows from investing activities:</b>			
Interest from investments		98,291	30,825
Interest payable on loans		(107,193)	(126,760)
Purchase of tangible fixed assets		(607,717)	(366,533)
Proceeds from sale of tangible fixed assets		-	-
		-----	-----
<b>Net cash used in investing activities</b>		(616,619)	(462,468)
		-----	-----
<b>Cash flows from financing activities:</b>			
Repayment of loan		(34,244)	(29,849)
		-----	-----
<b>Net cash used in financing activities</b>		(34,244)	(29,849)
		-----	-----
Change in cash and cash equivalents in the year		1,732,617	1,362,519
Cash and cash equivalents at the start of the year		5,436,551	4,074,032
		-----	-----
Cash and cash equivalents at the end of the year		£7,169,168	£5,436,551
		=====	=====

ANALYSIS OF CHANGES IN NET DEBT	At 1 September 2024	Cash flows	Other non-cash changes	At 31 August 2025
	£	£	£	£
Cash at bank - Restricted	1,023,620	251,011	-	1,274,631
Cash at bank - Unrestricted, Designated	-	750,000	-	750,000
Cash at bank - Unrestricted, General	4,412,931	731,606	-	5,144,537
	-----	-----	-----	-----
Cash at bank	5,436,551	1,732,617	-	7,169,168
Bank loans payable within one year	9 (30,000)	(4,000)	-	(34,000)
Bank loans payable after one year	(1,684,995)	38,244	-	(1,646,751)
	-----	-----	-----	-----
Net cash / (net debt) position	3,721,556	1,766,861	-	5,488,417
	=====	=====	=====	=====

The notes on pages 35 to 45 form part of these financial statements.

**ACCOUNTING POLICIES**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**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 2026, 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.

**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.

**ACCOUNTING POLICIES**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**e) Government grants**

Government grant income represents the total amount received from the Department of Education, including such schemes as 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.

**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 three pension schemes, one defined benefit and two 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 School'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.

The defined contribution pension schemes are with NEST and Royal London. Employer's pensions costs are charged in the period in which the salaries to which they relate are payable.

**ACCOUNTING POLICIES**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**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.
- General unrestricted funds are those funds available to the School for its general purposes.
- Designated unrestricted funds are those funds available to the School for its designated 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.

The School has designated the sum of £11,205,022 in a fixed asset fund (2024: £11,354,696), which represents the historic investment in the fabric of the estate and is therefore not deemed to be readily available.

The School has designated the sum of £750,000 in a capital works fund (2024: £0), which is to fund future capital projects required by the School and is also therefore not deemed readily available.

The School has significant capital requirements to maintain and enhance its infrastructure. Priority projects include the 3G pitches, sports pavilion and roadway, which is estimated to require investment of approximately £3.8m. Additionally, the School's capital roadmap for the next two to five years requires similar funding levels in the range of £3m to £5m, including projects such as the replacement of the Don Bosco maths block of buildings and further estate improvements.

**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 2025**

1.	FEES RECEIVABLE			2025	2024	
				£	£	
	Fees receivable consist of:					
	School fees			12,074,332	10,771,774	
	Less: bursaries, grants and allowances			(432,279)	(511,671)	
				-----	-----	
				£11,642,053	£10,260,103	
				=====	=====	
2.	CHARITABLE ACTIVITIES – OTHER INCOME			2025	2024	
				£	£	
	Extras and other educational income			140,941	97,464	
	Registration fees/FIL			34,929	49,032	
	Government grants			92,530	87,164	
	Sundry income			148,062	95,182	
				-----	-----	
				£416,462	£328,842	
				=====	=====	
3.	ANALYSIS OF TOTAL EXPENDITURE - 2025					
			Depreciation &	Total	Total	
	Staff costs	Other	Impairments	2025	2024	
	£	£	£	£	£	
	Raising funds:					
	Fundraising and development	-	36,623	-	36,623	13,691
	Finance costs	-	117,385	-	117,385	150,421
	Charitable Activities:					
	School operating costs:					
	Teaching	6,183,119	431,343	-	6,614,462	6,131,118
	Boarding and catering	965,812	554,529	-	1,520,341	1,470,638
	Premises	307,037	525,784	791,635	1,624,456	1,585,471
	Support and governance	1,090,998	271,867	-	1,362,865	1,311,736
		-----	-----	-----	-----	-----
		£8,546,966	£1,937,531	£791,635	£11,276,132	£10,663,075
		=====	=====	=====	=====	=====

**NOTES TO THE ACCOUNTS**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**ANALYSIS OF TOTAL EXPENDITURE - 2024**

	Staff costs	Other	Depreciation	Total 2024	Total 2023
	£	£	£	£	£
<b>Raising funds:</b>					
Fundraising and development	-	13,691	-	13,691	8,641
Finance costs	-	150,421	-	150,421	133,671
<b>Charitable Activities:</b>					
School operating costs:					
Teaching	5,680,334	450,784	-	6,131,118	5,398,280
Boarding and catering	877,888	592,750	-	1,470,638	1,416,133
Premises	274,533	698,405	612,533	1,585,471	1,469,754
Support and governance	878,280	433,456	-	1,311,736	1,138,100
	-----	-----	-----	-----	-----
	£7,711,035	£2,339,507	£612,533	£10,663,075	£9,564,579
	=====	=====	=====	=====	=====

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

	2025	2024
	£	£
Administrative staff costs	1,090,998	847,080
Termination settlement	-	31,200
Office running costs (see note below)	20,115	(13,742)
Professional fees	61,824	196,832
Travel	1,541	612
Other	161,078	197,091
Governance costs	27,309	52,663
	-----	-----
	£1,362,865	£1,311,736
	=====	=====
<b>Expenditure includes:</b>		
Auditors remuneration: Audit	23,095	21,600
Auditors remuneration: Other services	-	12,540
Operating lease payments – plant, machinery and minibuses	34,296	35,083
Interest payable on loans	107,193	126,760
Depreciation	591,635	612,533
Loss on Impairment of Fixed Assets	200,000	-

Office running costs for the year were £20,115 (2024: -£13,742 due to historic telephone charge refund).

**NOTES TO THE ACCOUNTS**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

4. STAFF COSTS:	2025	2024
	£	£
Salaries and wages	6,692,701	6,142,563
Social security costs	719,071	606,635
Pension contributions	1,117,878	911,062
Apprentice Levy	17,315	19,575
Termination Settlement	-	31,200
	-----	-----
	£8,546,966	£7,711,035
	=====	=====

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

	2025	2024
Teaching	126	128
Other	64	60
	-----	-----
	190	188
	=====	=====

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

Teaching – full-time	70	71
Teaching – part-time	35	33
	-----	-----
	105	104
Other – full-time	27	25
Other – part-time	25	23
	-----	-----
	51	48
	-----	-----
Total full-time equivalent employees	157	152
	=====	=====

No trustee earned any remuneration in either the current or previous financial years. The School paid for fourteen governors to have access to governance memberships, courses, conferences, webinars, forum meetings, advice and training amounting to £4,147 course fees only, no travel (2024 The School paid for sixteen governors to access training and to attend forum meetings amounting to £11,923 course fees only, no travel). In the year the School paid Governor recruitment fees of £0 (2024 £6,600). There were no reimbursed expenses to trustees in the year.

**NOTES TO THE ACCOUNTS**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

The company is a registered charity and therefore not liable to taxation on its charitable income or capital gains.

During the year there were five higher paid employees earning between £60,000-£70,000; three between £70,000-£80,000; one between £120,000-£130,000; and one between £160,000-£170,000 (2024: three higher paid employees earning between £60,000-£70,000, of which one being paid for part of the year; three between £70,000-£80,000; two between £100,000-£110,000, of which one being paid for part of the year; and one between £150,000-£160,000). The school made employer's pension contributions of £133,922 (2024: £91,535) on behalf of the higher paid employees.

Staff benefits (comprising of gross salary, employer's pension contributions, employer's national insurance contributions) paid to key management personnel amounted to £1,114,671 (2024: £803,527).

5. FIXED ASSETS	Freehold Land £	Freehold Buildings £	Furniture & Equipment £	Motor Vehicles £	Total £
<b>COST</b>					
As at 1 September 2024	1,321,036	15,431,089	1,973,239	56,132	18,781,496
Additions	-	494,326	113,391	-	607,717
Loss on Impairment	-	(200,000)	-	-	(200,000)
Disposals	-	-	-	-	-
	-----	-----	-----	-----	-----
As at 31 August 2025	1,321,036	15,725,415	2,086,630	56,132	19,189,213
	-----	-----	-----	-----	-----
<b>DEPRECIATION</b>					
As at 1 September 2024	-	4,448,355	1,216,632	46,818	5,711,805
Charge for year	-	296,686	293,758	1,191	591,635
Disposals	-	-	-	-	-
	-----	-----	-----	-----	-----
As at 31 August 2025	-	4,745,041	1,510,390	48,009	6,303,440
	-----	-----	-----	-----	-----
<b>NET BOOK VALUE</b>					
At 31 August 2025	£1,321,036	£10,980,374	£576,240	£8,123	£12,885,773
	=====	=====	=====	=====	=====
At 31 August 2024	£1,321,036	£10,982,734	£756,607	£9,314	£13,069,691
	=====	=====	=====	=====	=====

**NOTES TO THE ACCOUNTS**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

<b>6. DEBTORS</b>	<b>2025</b>	<b>2024</b>
	<b>£</b>	<b>£</b>
Fee debtors	26,185	7,242
Sundry debtors	3,203	6,183
Prepayments and accrued income	1,048,896	125,729
	-----	-----
	£1,078,284	£139,154
	=====	=====

<b>7. OTHER CREDITORS: amounts falling due within one year</b>	<b>2025</b>	<b>2024</b>
	<b>£</b>	<b>£</b>
Trade creditors	215,418	190,440
Social security and other taxes	205,030	150,773
VAT creditor	749,415	-
Other creditors	116,655	126,376
Accruals	250,090	72,986
Bank loan (see note 9 below)	34,000	30,000
	-----	-----
	£1,570,608	£570,575
	=====	=====

<b>8. CREDITORS: amounts falling due after one year</b>	<b>2025</b>	<b>2024</b>
	<b>£</b>	<b>£</b>
Bank loan (see note 9 below)	1,646,751	1,684,995
	-----	-----
	£1,646,751	£1,684,995
	=====	=====

**NOTES TO THE ACCOUNTS  
FOR THE YEAR ENDED 31 AUGUST 2025**

**9. BANK LOANS**

	2025	2024
	£	£
Bank loans are payable as follows:		
Within one year	34,000	30,000
Within one to two years	34,000	30,000
Between two and five years	102,000	90,000
After five years	1,510,751	1,564,995
	-----	-----
	£1,680,751	£1,714,995
	=====	=====

The above loan was renewed in the year ended 31st August 2023 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 2025 there were thirteen members of the company (2024 fourteen), who were also the Governors. Each member guarantees to contribute 5p in the event of the company being wound up.

**11. CONTINGENT ASSETS AND LIABILITIES**

Following changes to VAT legislation from 1 January 2025, the School expects to recover certain pre-registration input VAT and Capital Goods Scheme adjustments. These recoveries fall into VAT return periods after the year end as the School has a non-standard VAT year end.

Although considered probable, because the values were not established at 31 August 2025, these items are disclosed as contingent assets, with no amounts recognised in the financial statements.

There were no contingent liabilities at the year end.

**12. POST BALANCE SHEET EVENTS**

Work to calculate the above mentioned VAT recoveries began after the year end and will be submitted in VAT periods falling after 31 August 2025 due to the School's non-standard VAT year end. As the amounts were not established at the reporting date, these are treated as non-adjusting events with no impact on these financial statements.

**NOTES TO THE ACCOUNTS  
FOR THE YEAR ENDED 31 AUGUST 2025**

13. MOVEMENT IN FUNDS - 2025	Balance at 1 September 2024 £	Income £	Expenditure £	Transfers £	Balance at 31 August 2025 £
Unrestricted					
- General Fund	3,250,306	12,102,808	(11,252,300)	(600,326)	3,500,488
- Designated Fund, Fixed Assets	11,354,696	-	-	(149,674)	11,205,022
- Designated Fund, Capital Works	-	-	-	750,000	750,000
Restricted					
- Appeal Fund	-	-	-	-	-
- Bursary Fund	500,000	-	-	-	500,000
- Facilities Fund	523,620	54,145	-	-	577,765
- Sports Facilities Fund	-	196,615	-	-	196,615
- Other Fund	-	24,083	(23,832)	-	251
	-----	-----	-----	-----	-----
	£15,628,622	£12,377,651	(£11,276,132)	£-	£16,730,141
	=====	=====	=====	=====	=====

The designated fund represents amounts tied up in fixed assets less mortgage loans in respect of those assets. The designated fund, capital works, are funds earmarked by the Board of Governors, for capital projects required by the School.

Bursary fund consists of a donation to assist those in hardship (Bursary Fund). Facilities Fund consists of various donations towards the School's infrastructure (Facilities Fund). These restricted funds will be utilised in subsequent years for worthy causes and projects.

Sports Facilities fund consists of donations to the School's 'More than a Pitch' appeal. (Sports Facilities Fund). This fund is to help build the School's new Multi Use Games Area (MUGA), sports pavilion and roadway.

Any unspent income remains as restricted funds to be used in subsequent years.

MOVEMENT IN FUNDS - 2024	Balance at 1 September 2023 £	Income £	Expenditure £	Transfers £	Balance at 31 August 2024 £
Unrestricted					
- General Fund	3,060,479	10,620,820	(10,647,144)	216,151	3,250,306
- Designated Fund, Fixed Assets	11,570,847	-	-	(216,151)	11,354,696
Restricted					
- Appeal Fund	-	-	-	-	-
- Bursary Fund	-	500,000	-	-	500,000
- Facilities Fund	15,532	524,019	(15,931)	-	523,620
	-----	-----	-----	-----	-----
	£14,646,858	£11,644,839	(£10,663,075)	£-	£15,628,622
	=====	=====	=====	=====	=====

**NOTES TO THE ACCOUNTS  
FOR THE YEAR ENDED 31 AUGUST 2025**

**14. ANALYSIS OF NET ASSETS BETWEEN FUNDS – 2025**

	Fixed Assets £	Net Current Assets £	Long Term Liabilities £	Total £
Unrestricted - General Fund	-	5,113,239	(1,612,751)	3,500,488
Unrestricted - Designated Fund, Fixed Assets	12,885,773	(1,646,751)	(34,000)	11,205,022
Unrestricted - Designated Fund, Capital Works	-	750,000	-	750,000
	-----	-----	-----	-----
Unrestricted	12,885,773	4,216,488	(1,646,751)	15,455,510
Restricted	-	1,274,631	-	1,274,631
	-----	-----	-----	-----
	£12,885,773	£5,491,119	(£1,646,751)	£16,730,141
	=====	=====	=====	=====

**ANALYSIS OF NET ASSETS BETWEEN FUNDS – 2024**

	Fixed Assets £	Net Current Assets £	Long Term Liabilities £	Total £
Unrestricted - General Fund	-	4,905,301	(1,654,995)	3,250,306
Unrestricted - Designated Fund, Fixed Assets	13,069,691	(1,684,995)	(30,000)	11,354,696
	-----	-----	-----	-----
Unrestricted	13,069,691	3,220,306	(1,684,995)	14,605,002
Restricted	-	1,023,620	-	1,023,620
	-----	-----	-----	-----
	£13,069,691	£4,243,926	(£1,684,995)	£15,628,622
	=====	=====	=====	=====

**15. CAPITAL COMMITMENTS**

	2025 £	2024 £
Commitments for future capital expenditure not provided for in these accounts are:		
Authorised and contracted for	-	-
	=====	=====

The School has set aside funds for capital expenditure projects. As at 31 August 2025 these projects were not contracted for and therefore capital commitments were zero (2024: zero).

Although not committed for as at the year end, the School does has significant capital requirements to maintain and enhance its infrastructure. Priority projects include the 3G pitches, sports pavilion and roadway, which is estimated to require investment of approximately £3.8m. Additionally, the School's capital roadmap for the next two to five years requires similar funding levels in the range of £3m to £5m, including projects such as the replacement of the Don Bosco maths block of buildings and further estate improvements.

**NOTES TO THE ACCOUNTS**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**16. PENSION COMMITMENTS**

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

The School participates in the Teachers' Pension Scheme ("the TPS") for its teaching staff. The pension charge for the year includes contributions payable to the TPS of £683,169 (2024: £744,610) and at the year-end £51,230 (2024: £93,447) was accrued 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 2020 and the Valuation Report was published in October 2023.

Following the McCloud judgement, the remedy proposed that when benefits become payable, eligible members can select to receive them from either the reformed or legacy schemes for the period 1 April 2015 to 31 March 2022. The actuaries have assumed that members are likely to choose the option that provides them with the greater benefits, and in preparing the 2020 valuation has valued the 'greater value' benefits for groups of relevant members.

The employer contribution rate for the TPS is 28.6%, and employers are also required to pay a scheme administration levy of 0.08% giving a total employer contribution rate of 28.68%.

From September 2024, as an alternative to TPS, teaching staff are also eligible for the Royal London defined contribution pension scheme, to which the School contributes 20% of gross salary. The pension charge for the year includes contributions payable to Royal London of £382,946 and at the year-end £34,970 was accrued in respect of contributions to this scheme.

Other staff are enrolled into NEST the School's other defined contribution scheme to which the School contributes 6% of gross salary. There were contributions of £24,615 (2024: £19,279) owing in respect of contributions to this scheme at the year-end.

**17. OPERATING LEASE COMMITMENTS**

2025	2024
£	£

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

Within 1 year	39,927	22,429
Between 2 – 5 years	39,364	4,052
	-----	-----
	79,291	26,481
	=====	=====

**NOTES TO THE ACCOUNTS  
FOR THE YEAR ENDED 31 AUGUST 2025**

**18. RELATED PARTY TRANSACTIONS**

During the year, the School employed individuals who are close family members of members of key management personnel, specifically in two instances involving husband-and-wife and mother-and-daughter relationships (2024: one instance involving husband-and-wife relationship). The employees are remunerated at market rate and key management personnel were not involved in the recruitment and appointment process.

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

**19. RECONCILIATION OF NET INCOME TO NET CASH FLOW FROM OPERATING ACTIVITIES**

	2025	2024
	£	£
Net income - restricted capital donations	250,760	1,008,088
Net income - excluding restricted capital donations	850,759	(26,324)
	-----	-----
Net income - as per the statement of financial activities	1,101,519	981,764
Depreciation	591,635	612,533
Loss on Impairment of Fixed Assets	200,000	-
Interest receivable	(98,291)	(30,825)
Interest payable	107,193	126,760
Decrease/(increase) in debtors	(939,130)	71,922
Increase/(decrease) in creditors	1,420,554	92,682
	-----	-----
Net cash provided by operating activities	2,383,480	1,854,836
	=====	=====

**20. CONTROL**

The School is controlled by the Board of Governors as disclosed in the Reference and Administrative Information on page 2.

**21. 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  
FOR THE YEAR ENDED 31 AUGUST 2025**

**22. STATEMENT OF FINANCIAL  
ACTIVITIES - 2024**

	Unrestricted Funds £	Restricted Funds £	Total 2024 £
<b>INCOME FROM:</b>			
<b>Charitable activities:</b>			
- School fees receivable	10,260,103	-	10,260,103
- Other school income	328,842	-	328,842
<b>Investments – interest</b>	30,825	-	30,825
<b>Voluntary sources:</b>			
- Appeal and other donations	1,050	1,024,019	1,025,069
	-----	-----	-----
	10,620,820	1,024,019	11,644,839
	-----	-----	-----
<b>EXPENDITURE ON:</b>			
<b>Raising funds:</b>			
- Fundraising and development	13,691	-	13,691
- Finance and other costs	150,421	-	150,421
	-----	-----	-----
	164,112	-	164,112
<b>Charitable Expenditure:</b>			
School operating costs			
- Teaching costs	6,115,187	15,931	6,131,118
- Boarding and catering	1,470,638	-	1,470,638
- Premises	1,585,471	-	1,585,471
- Support and governance costs	1,311,736	-	1,311,736
	-----	-----	-----
Total expenditure	10,647,144	15,931	10,663,075
	-----	-----	-----
<b>Net Income/net movement in funds</b>	(26,324)	1,008,088	981,764
<b>RECONCILIATION OF FUNDS</b>			
<b>Total funds brought forward</b>	14,631,326	15,532	14,646,858
	-----	-----	-----
<b>Total funds carried forward</b>	£14,605,002	£1,023,620	£15,628,622
	=====	=====	=====