



More House School

Statement of Purpose

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Purpose

Aims

Vision

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Purpose

Empower all pupils to transform their futures

Aims

Individuality, wellbeing, self-respect and aspiration, qualifications, confidence, resilience and independence, respect for others, and getting better

Vision

Help all pupils to learn the skills and knowledge to live independent lives as adults

More House School

3 Core Values

All the learning, activities, school rules, rewards, support – in fact everything we do in school - are based on these 3 Core Values:



More House School

7 Important Aims

Individuals

Each pupil is an individual, and not the same as everyone else. We need to help each pupil slightly differently.

Self-respect and aspiration

We want pupils to be curious about their learning and about themselves. We want to help them feel ambitious about their futures.

Confidence, resilience and independence

We want to help all pupils increase in confidence and in keeping trying, even when things are difficult. We want to help them to build the skills to be independent.

Getting Better

We think it is really important for our School and all of the adults who work in it to keep learning and improving. We also want to help other schools and their adults to improve their understanding and skills.

Wellbeing

We want every pupil to feel safe in school, feel confident to be himself, and have help to be mentally and physically well.

Qualifications

We want to help every pupil to achieve good qualifications, even though they may find learning difficult.

Respect for others

We want to help all pupils to be kind to all other people.

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Vision



We want to be the very best at helping our young people to transform their futures by empowering them to:

- Become confident, and believe in their potential
- Be excited about their future
- Improve their difficult skills
- Find out their strengths, and become really good at them

We want our pupils to learn the skills and knowledge to live independent lives as adults.


This means being able to make their own choices and not have to rely on other adults to look after them. It usually means having a job they enjoy, and earning enough money to live happily.

More House School is based on Christian principles and the Catholic faith, but every pupil is welcome, whether they have a different religious belief or do not believe in God at all.

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Purpose

More House School is designed for young people who are clever, but have weaker learning skills in at least one of these areas:



- Reading
- Writing down or typing ideas
- Understanding or explaining information
- Keeping concentrating
- Understanding what other people are feeling
- Making or keeping friendships with people of a similar age

Some young people with these characteristics do not realise they are clever, and think that their future might not be a very happy one.

Our purpose is to empower all pupils to transform their futures.

More House School

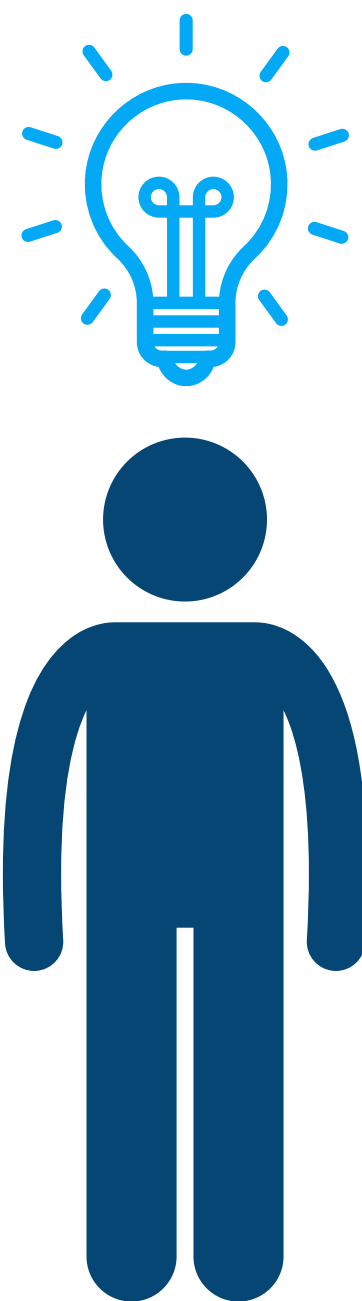
Learning

We offer a curriculum which is based on the National Curriculum but with many options, and a wide range of learning opportunities.

We believe that for many of our young people, their real areas of skill lie in wider areas of the curriculum such as:

- Problem solving in Computer Science
- Computer-aided design
- Engineering
- Creativity in the Visual or Performing Arts

We offer a wide variety of learning opportunities so that our young people can realise their strengths and be challenged in them, as well as being supported to develop the skills they find much harder.



We also know how important it can be to try different things before making decisions sometimes.

To help with the decision of which subjects to take for GCSE or BTEC, our pupils in Year Nine get to choose six subjects to explore alongside English, Mathematics and Science.

Then, at the end of Year Nine, pupils make a choice about which subjects they would like to choose for Year Ten.

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Learning

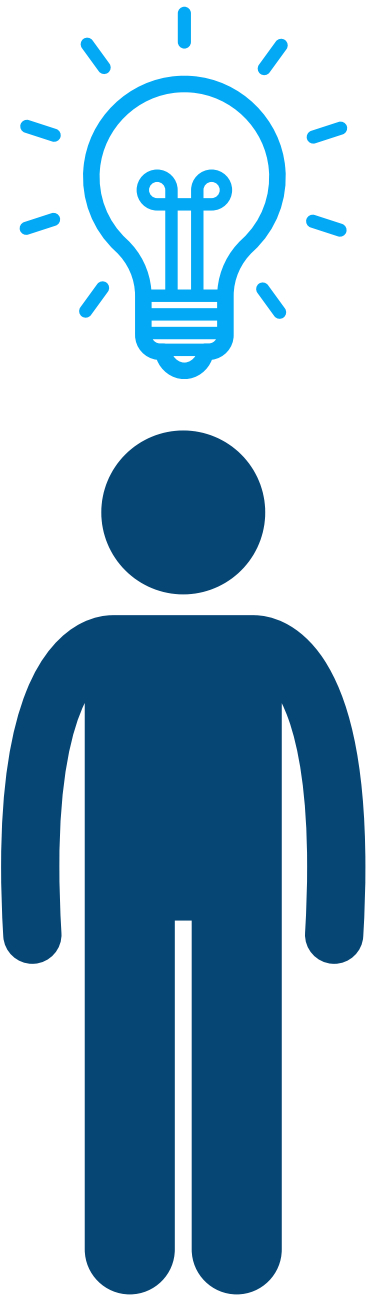
All pupils are also taught Personal, Social, Health and Economics Education (PSHE) from Junior School all the way up to Year Eleven.

Our young people learn about PSHE within Personal Social Development (PSD) lessons.

Some of the things pupils learn about in PSD are: personal development, friendships and social development, mental and physical health and development, how to manage money well, and relationships and sex.

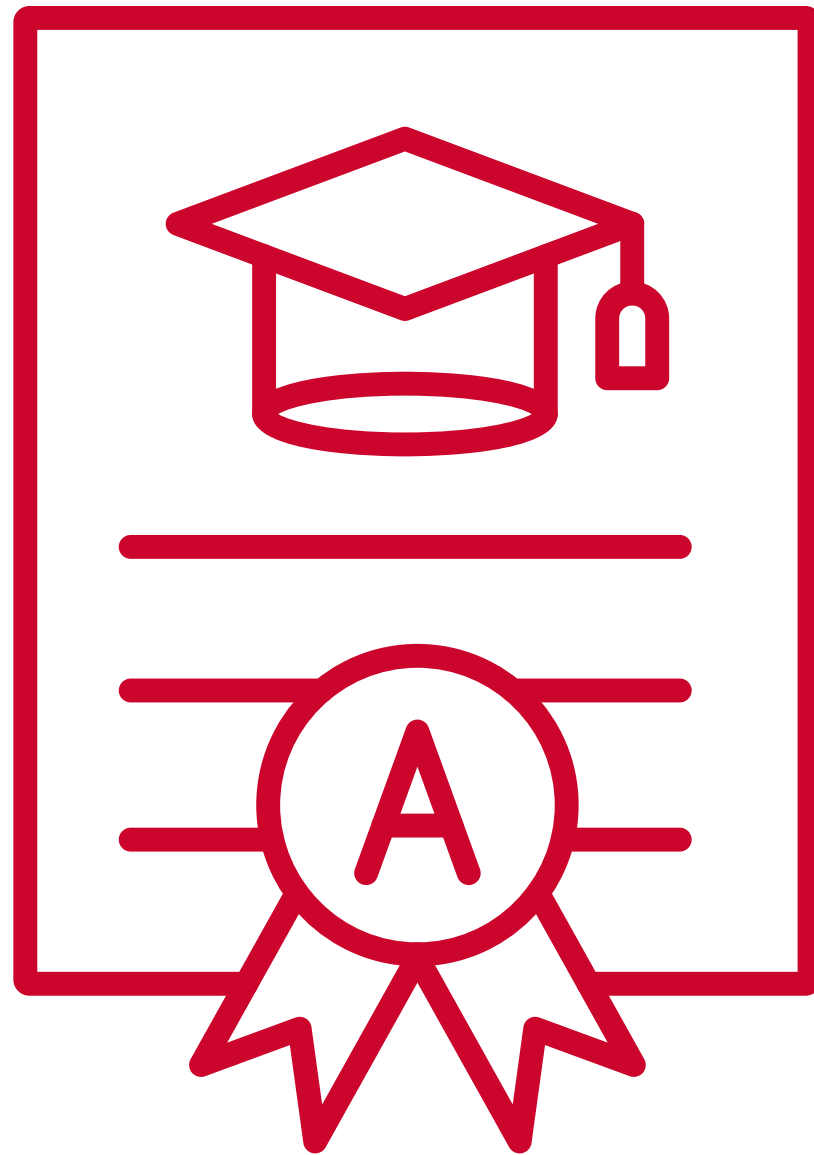
As well as lessons and assemblies, pupils also learn about these things from visiting speakers, at off-site visits and at special school events.

The main goal of PSD in school is to help our pupils to become healthy, independent and responsible members of society. Our students are encouraged to develop their self-confidence by playing a positive role in contributing to school life and the wider community.



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Tracking Progress



Every half-term, teachers work together to fill in a report to help track the progress of all our pupils in the subjects they are studying.

During each year, parents are also invited to meet with teachers and Form Tutors to discuss progress and targets at Parents' Evenings.

At the end of every year, our pupils receive a full school report. This report is written by teachers and Form Tutors and discusses how they are getting on generally, and how they are working in each subject.

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Co-Curricular

We also know that a lot of our pupils excel at activities outside of the classroom.

We offer lots of co-curricular opportunities at school and in boarding:

- Clubs
- Special events
- Day and residential trips
- World Challenge expeditions
- The Duke of Edinburgh's Award
- Charitable fundraising

By taking part in these activities, our pupils can find areas they particularly enjoy, discover their strengths and develop new skills, whilst having loads of fun!



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Pupil Voice

We try to make sure there are many opportunities which give pupils a chance to meet and discuss relevant and important topics which impact them and their time at school.

School Council

This forum is run by pupils and includes boys from every age group. They meet to discuss the school from the perspective of its pupils.

Boarders' Council

Boarding boys meet weekly to discuss boarding from their perspective and work with their House Parents to make sure the school is a comfortable and enriching place to stay.

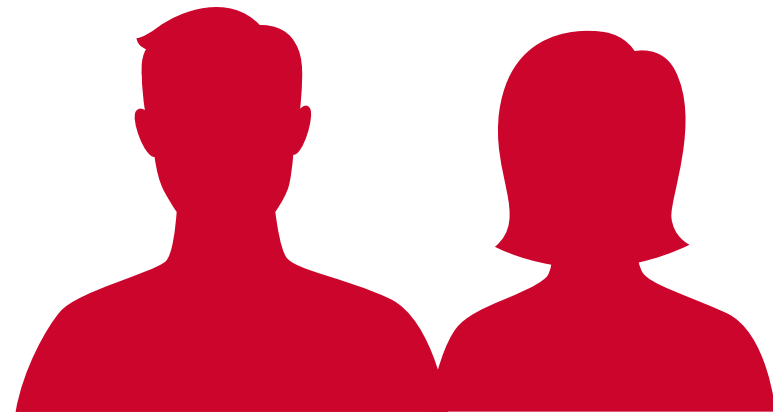
Food Council

Day-boys and boarders meet with the Catering Manager and Head Chef to discuss improvements for the food and drink for pupils, and make recommendations.

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Pastoral Support

The Pastoral support network at school is very important for pupils, to allow them to build close bonds with the school, whilst developing trust and being praised and challenged.



At school, pupils have a **Form Tutor** who they meet with for morning and afternoon registration every day.

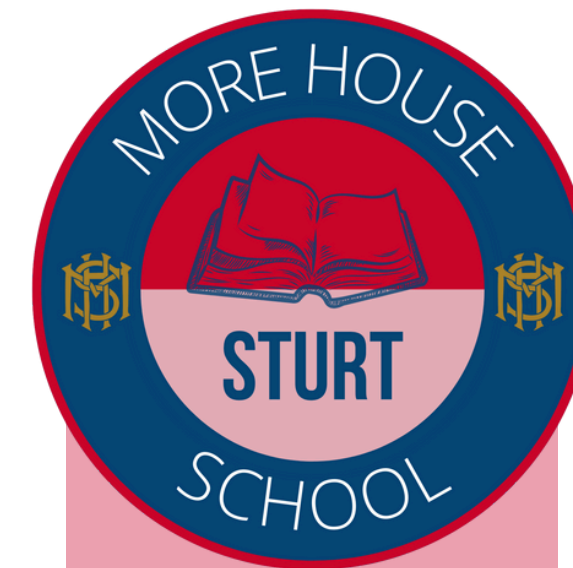


Each pupil also has a **Head of Year**, who works with Form Tutors to help support pupils in their year group.

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House System

When young people join our school, they are allocated to one of our four houses, which are named after local historical figures:



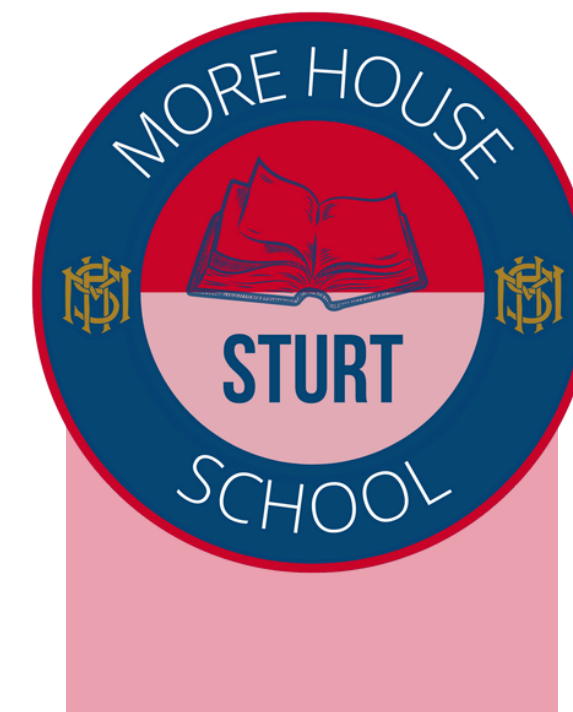
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House System

Pupils can earn house points at school when they show **Kindness**, **Spirit** or **Responsibility**. Certificates and prizes are given out for house points, and contribute towards each house's overall totals.

The House Ceremony is a much-awaited event at the end of each half-term, where houses are recognised for their accomplishments.

The pupils in the house with the most house points are also awarded the House Point Prize for their hard work...which comes with a delicious treat!



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Behaviour for Learning

Our Behaviour for Learning process also challenges negative behaviour and interaction through a range of 'consequences'.

Consequences are given to pupils who display negative actions in school.

All teachers and staff do their best to support pupils to recognise these actions, and help them to develop behaviours and attitudes which match our values:

Kindness Spirit Responsibility

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Boarding

There can be no replacement for a loving, caring family home, and our school does not try to be a substitute for this.

Instead we try to build a strong sense of community for our boarders which helps them to develop confidence, independence, skills and interests, and make friends.

Our boarding team works hard to provide lots of fun activities for boarders, including trips, competitions, events and access to the school's facilities after school and at weekends.

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Boarding

We want to make sure that the wellbeing, safeguarding and development of our boarders are looked after. The aims for boarding at school are:

To provide an environment where boys staying away from home are cared for physically, emotionally and spiritually.

To help every young person to grow, mature and become a member of a caring and happy community.

To provide as many meaningful and enriching opportunities as possible so that every boy can develop his own personality and interests.

Every boarder will have a House Parent allocated to them. There is also a team of Senior Boarding staff.

More House School

Boarding

There are different types of boarding at school, the main 3 are:

Full

Full boarders stay at school during the week and most weekends during term time. They go home in the school holidays and Exeat weekends (in the middle of each half-term).

Weekly

Weekly boarders stay at school during the week, but go home every weekend and during the school holidays.

Certain Nights

Some boarders may choose only to stay at school for certain nights a week. They also go home at weekends and during the school holidays.

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Supporting Individual Needs

The Learning Development Centre (LDC) at school has lots of ways to help our pupils work on difficult skills and help them make progress in their subjects:

Speech & Language Therapy

This helps our pupils to develop communication skills, and can help with things like reading, writing, spelling and vocabulary. Pupils also work on their friendship skills and social confidence.

Literacy & Numeracy Tutors

Tutoring sessions can help pupils with reading, writing, number and mathematical skills.

Counsellors

One-to-one counselling sessions can help pupils who need extra support.

Occupational Therapy

This helps our pupils to learn and develop the skills for daily life and school, including support with handwriting. This is done by helping pupils to grow, learn, have fun, socialise and play.

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Outreach

Our school is committed to improving our approach to education to make sure teachers get access to training and pupils get the very best education we can offer.

Part of this involves us training our own staff, and training others. We do this through:

- Spotlight Seminars
- Level 3 Effective SEND Support
- Level 4 Approaches to SEND in the Classroom
- Support for Universities' Initial Teacher Training
- On-site peripatetic advisory visits
- SEND Training for the Independent Schools Association (ISA)
- Engagement in the National SEND Conference

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School Structure

The school has different layers of decision-making:

Governors

Headmaster

Senior Management Team

**Senior Boarding Team, Heads
of Department, Heads of Year**

**House Parents, Teachers,
Tutors, Mentors, Therapists**

