

# More House School

Moons Hill, Frensham, Farnham, Surrey GU10 3AP

Residential provision inspected under the social care common inspection framework

## Information about this residential special school

More House School is an independent residential special school for day and residential pupils, for boys aged 8 to 19 with literacy difficulties, developmental language disorder and associated social communication difficulties. The school has a Catholic ethos. It is situated in extensive grounds in a rural setting.

At the time of this inspection, there were 68 residential pupils at the school and 504 pupils on the school roll.

The inspectors only inspected the social care provision at this school.

The head of care is suitably experienced and working towards the relevant qualification.

### Inspection dates: 3 to 5 February 2026

**Overall experiences and progress of children and young people, taking into account** **outstanding**

How well children and young people are helped and protected **outstanding**

The effectiveness of leaders and managers **outstanding**

The residential special school provides highly effective services that consistently exceed the standards of good. The actions of the school contribute to significantly improved outcomes and positive experiences for children and young people.

**Date of last inspection:** 10 December 2024

**Overall judgement at last inspection:** outstanding

## Inspection judgements

### **Overall experiences and progress of children and young people: outstanding**

This high-quality provision enables students to flourish academically, socially and emotionally. Positive relationships between house parents and students underpin progress, wellbeing and personalised care. House parents are consistently present to guide students, resolve conflicts and model positive behaviours. Older students play a valuable mentoring role, supporting younger students in understanding their emotions and demonstrating constructive interactions.

Students' voices actively influence their care and boarding experience. Through personal goal setting, suggestions and worry forms, students shape daily routines and activities. The structured, inclusive environment ensures that every student thrives safely and confidently.

Transitions into boarding are carefully planned and student led, including assessments, flexible visits and close liaison with families. 'All about me' profiles and structured observations inform admissions, ensuring that care is personalised. Staff adapt routines, room allocations and length of stay to support students' emotional and sensory needs.

House parents integrate subject-specific support into boarding, reinforcing classroom learning, guiding independent study and facilitating meaningful engagement with schoolwork. Prep rooms, tailored resources and interest-aligned projects enhance learning outside the classroom.

Structured mentoring and close links between school and boarding staff promote students' self-confidence, independence and self-advocacy. Students receive guidance on managing complex homework, attending university interviews and navigating challenging tasks successfully.

The therapy team is fully integrated into the boarding provision, providing multidisciplinary support. This supports students' emotional needs, study skills and social development. Specific interventions also develop students' life skills, independence and self-advocacy. Annual reviews demonstrate that students' needs are met and significant progress is made.

Research-informed training and outreach strengthen staff understanding of students' individual needs. Tools such as cognitive mapping help to identify needs in relation to students' attention, working memory and language. This helps staff to see each student as an individual, enabling them to provide tailored, personalised support.

## **How well children and young people are helped and protected: outstanding**

Leaders and staff foster a culture of kindness and wellbeing. Safeguarding practice is strong and proactive, reflecting leaders' high standards.

Referrals and access to help are carefully managed, ensuring support is timely and personalised. Boarding students receive structured guidance, meetings and activities designed to build their resilience and social skills. There are multiple avenues to enable students to raise any concerns. Any issues raised are logged, reviewed and acted on promptly.

Staff safeguarding training is comprehensive and ongoing. Induction, thematic briefings, workshops and newsletters equip staff with the awareness that they need to identify and respond effectively to students' needs and concerns. Low-level concerns are monitored and patterns identified. This supports reflective practice and continuous improvement.

Healthcare plans are detailed, regularly reviewed and tailored to each student's needs. Staff receive specialist training to manage medical requirements, and students are supported to administer their own medication safely when this is appropriate. Practical life skills and self-care workshops further develop students' independence, confidence and everyday self-care skills.

Health and safety issues are proactively managed, with regular checks, detailed records and timely follow-up of all audit recommendations. Safer recruitment procedures are robust, with thorough verification of applicants' employment histories and references and meticulous record-keeping.

## **The effectiveness of leaders and managers: outstanding**

Leaders are highly effective. They create a culture of continuous improvement, high expectations and reflective practice. Leaders support staff through structured supervision, professional development and training. Governance is strong, with regular oversight, clear accountability and a focus on student wellbeing, safety and development.

The training offer for staff is extensive. Leaders evaluate training provision regularly and adapt programmes in response to feedback, ensuring practice remains current and effective.

The head of residential has developed a level 3-aligned training programme, 'Boarding beyond the label', through the school's accredited learning centre. The programme is designed to enhance staff knowledge and practice, and embed trauma-informed approaches, strong safeguarding and student-centred support. Staff engage in practice-led activities, reflective discussion and group supervision linked to the programme, helping them to apply their learning. This structured pathway

ensures professional growth and strengthens the quality and consistency of care for students.

Governors provide effective oversight through termly boarding visits, attendance at school events and reviews of safeguarding arrangements. Any actions identified are followed up promptly, reflecting the commitment to continuous improvement.

Staff and parents praise the boarding provision highly. Regular events promote community, creativity and emotional growth. Parents highlight staff commitment, describing care as 'second to none' and noting the positive impact the boarding provision has on students' development and their wellbeing.

During the inspection, two cameras were identified in boarding areas, outside staff accommodation. While policies and risk assessments existed, there were no meaningful reasons to justify their use. Although aware of the cameras, students could not explain how they contributed to their safety. Leaders acted promptly to deactivate the cameras and now plan to conduct a learning review of CCTV use to ensure that future practice aligns with safeguarding and data protection legislation and is informed by parents' and students' views.

## **What does the residential special school need to do to improve?**

### **Points for improvement**

- School leaders should complete a learning review of the previous use of CCTV in boarding areas. The review should ensure that future monitoring fully complies with safeguarding requirements and relevant data protection legislation, includes robust parental and student engagement, and demonstrates clearly how any use of monitoring enhances student safety.

### **Information about this inspection**

Inspectors have looked closely at the experiences and progress of children and young people, using the social care common inspection framework. This inspection was carried out under the Children Act 1989 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the national minimum standards.

## **Residential special school details**

**Social care unique reference number:** SC013927

**Headteacher/teacher in charge:** Mr Jonathan Hetherington

**Type of school:** Residential special school

**Telephone number:** 01252 792303

**Email address:** [headmasterspa@morehouseschool.co.uk](mailto:headmasterspa@morehouseschool.co.uk)

## **Inspectors**

Kelly Monniot, Social Care Inspector  
Sonata Brisley, Social Care Inspector

The Office for Standards in Education, Children’s Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children’s social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children’s services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2026