



# More House School

Address: Moons Hill, Frensham, Farnham, Surrey, GU10 3AP

Unique reference number (URN): 125403

## Inspection report: 24 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

### **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- **Insufficient evidence:** Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

# Exceptional ●

## Attendance and behaviour

Exceptional ●

Pupils are deeply committed to their education because the school sets a culture of high ambition and unwavering belief in every child. Excellent pastoral care helps pupils feel secure, motivated and ready to learn, so pupils happily come to school. Attendance is significantly above national figures for pupils with special educational needs and/or disabilities (SEND). Remarkably, it is also better than the national picture for pupils without SEND. Sixth-form attendance appears lower only because students are not required to be at school at all times, so the published figure does not reflect their genuine engagement. Persistent absence is extremely rare. Clear systems, thoughtful strategies and swift, personalised support ensure that any pupil who begins to struggle with attendance receives help quickly and effectively.

Pupils' behaviour and attitudes are exceptional. From their first day, they see older pupils modelling respect, kindness and maturity. This positive example spreads through the school. Pupils take great pride in themselves and their community. They form strong friendships, socialise confidently and treat others with genuine care. There is no derogatory behaviour or discrimination. Staff understand pupils' specific needs extremely well. They use this knowledge to help pupils manage challenges and make positive choices. As a result, pupils behave with impressive self-control and contribute to a calm, welcoming and highly respectful school environment.

## Inclusion

Exceptional ●

More House is a school where every pupil is welcomed with genuine warmth and where staff look 'beyond the label' to understand each pupil as an individual. Regular, high-quality training means staff are exceptionally well equipped to meet pupils' language, attention, memory and processing needs. Clear, well-established processes help teachers get to know pupils deeply. Purposeful discussions with families, previous settings and other professionals give the school a rich picture of the support each pupil requires. Teachers pinpoint pupils' specific needs with precision so that support is targeted and effective.

At the heart of the school's ethos is an unwavering belief that all pupils are highly capable and can achieve exceptional outcomes. Staff are highly trained and work proactively to remove barriers, raise aspirations and help pupils thrive. The learning and development centre ensures that therapy and specialist interventions are woven seamlessly into every pupil's timetable, with support rooted in research and tailored to each pupil's language, attention, memory and processing needs. The school shares its expertise widely, supporting more than 270 schools locally and nationally. Its impact on pupils is truly transformational, giving them confidence, purpose and the skills to flourish in life beyond school.

## Personal development and wellbeing

Exceptional ●

Pupils thrive at More House School because their personal development and wellbeing are woven into every part of school life. Staff understand each pupil deeply and use this knowledge to build confidence, belonging and self-esteem from the moment they arrive.

Many pupils join with significant barriers or difficult previous experiences of school, but they quickly feel safe, valued and understood. They learn how to manage their emotions, develop positive relationships and take increasing responsibility for themselves. They understand what it means to live in modern Britain. Parents and carers say the change they see in their children is 'transformational'.

The school's approach to personal development is exceptional because it is both highly structured and uniquely tailored to pupils' needs. Looking, as staff explain, 'beyond the label' and focusing on pupils' language, attention, memory and processing help staff identify the precise needs of every pupil. As a result, they ensure support is targeted and effective. This is strengthened by close work with universities and therapists, meaning pupils benefit from cutting-edge, research-informed practice. Pupils also enjoy an impressive range of opportunities that help them discover talents they never knew they had. This includes performing at the Edinburgh Fringe to joining clubs such as chess and drama. Leadership roles, from prefects to club leaders, give pupils a voice and a real sense of purpose.

Pastoral care is exceptional. Pupils feel extremely well cared for by staff. Pupils have a deep understanding of important topics such as healthy relationships, consent and misogyny. Staff anticipate pupils' needs and act quickly when extra help is required, supported by the school's CREW team and therapeutic specialists. Pupils know exactly who they can turn to and trust that adults will listen. As a result, they grow into confident, articulate and resilient young people who contribute generously to the school community. The excellent careers education programme prepares pupils exceptionally well for life beyond school.

## Post 16 provision

Exceptional 

Students in the sixth form become confident, ambitious young adults because the post-16 provision offers the perfect mix of independence, challenge and personalised support. Students study a wide range of demanding subjects and value the mature, respectful relationships they have with staff. Staff support students exceptionally well. The personal, social and health education programme is adapted sensitively so every student receives clear, appropriate guidance on relationships, consent and staying safe.

Teaching is highly effective. Expectations are consistently high. Students achieve extremely well, developing the resilience and self-awareness they need for adult life. They take on meaningful leadership roles, supporting younger pupils, running clubs, refereeing fixtures and acting as prefects. Effective partnerships with employers, including a bank, a supermarket chain and even a Formula One team, give students valuable insight into the world of work. Every student has a dedicated mentor and an annual review, ensuring no one is overlooked, including those without an education, health and care plan.

Students make excellent progress through the curriculum. They leave More House exceptionally well prepared for their next steps. They progress to apprenticeships, university courses and careers that reflect their interests and ambitions. Many are inspired by their studies. Frequently, all students are still in education, training or employment years after leaving the school.

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## **Strong standard** ●

### **Achievement**

**Strong standard** ●

Pupils achieve extremely well and leave More House School fully prepared for ambitious next steps. Many arrive having faced significant challenges in learning and wellbeing, yet the school quickly transforms their experience. High-quality support in communication, reading, writing and mathematics helps pupils flourish, and work to strengthen writing in key stage 3 is having a positive impact on preparing pupils effectively. The curriculum is highly ambitious and builds pupils' knowledge and confidence step by step so they are well prepared for GCSE and A-level study.

Pupils consistently achieve above national outcomes in tests and examinations because they make rapid progress through the curriculum, catching up on lost learning from earlier in their education. This positive picture is the same for disadvantaged pupils. By the time they leave, all pupils have the qualifications, skills and self-belief they need to succeed, moving on to impressive destinations that reflect their interests, talents and aspirations.

### **Curriculum and teaching**

**Strong standard** ●

The curriculum is highly ambitious and built around a deep understanding of pupils' language, attention, memory and processing needs, looking 'beyond the label'. Leaders design learning with great care so pupils develop deep and secure knowledge and skills that support their future ambitions. The specialist language, attention, memory and processing approach is woven through every subject, helping teachers pinpoint precisely where pupils need support. Therapists and specialist tutors in the learning development centre make a powerful contribution, ensuring pupils receive expert guidance that strengthens their communication and thinking skills. Leaders review the curriculum continually, refining it in response to monitoring and research so it remains impactful. Staff benefit from high-quality training that helps them tailor teaching to each pupil's specific needs.

Teachers are experts with excellent subject knowledge. They adapt lessons thoughtfully so pupils make excellent progress and grow in confidence and independence. When a pupil struggles with a concept, teachers address it quickly so gaps do not develop. The strong emphasis on reading, writing and mathematics is integrated across the curriculum and has a significant impact on pupils' language and communication skills, including their vocabulary and oracy. As a result, pupils learn with increasing fluency and understanding.

### **Leadership and governance**

**Strong standard** ●

Leadership at More House School is driven by a clear, shared vision that everyone understands and believes in. Leaders, staff and the proprietor body are united by a commitment to exceptional inclusive practice, not only within the school but nationally. Leaders know the school in remarkable depth. They understand its strengths, refine its work with precision and share its expertise widely. Their 5-year strategic plan is ambitious, carefully constructed and rooted in what the school community needs next. High expectations shape every aspect of school life, and leaders model these consistently, bringing staff together with a strong sense of purpose.

Professional learning is highly effective. The 'More House Practice Model' provides a high-quality, research-informed programme that builds deep expertise across the school. Staff benefit from structured training, coaching and opportunities to practise new approaches before embedding them. Partnerships with universities ensure that staff development is rooted in evidence. Staff are highly motivated, often volunteering for additional learning, including university study sponsored by the school. Everyone takes responsibility for sustaining excellence.

Governance is very strong. Members of the proprietor body bring a wide range of professional expertise and provide rigorous, well-informed challenge. Their structure is highly effective, with focused committees, strong communication and a clear 'eyes on, hands off' approach. They understand the school's context deeply. They monitor safeguarding, finance and other areas with great care, working closely with leaders to shape the strategic direction. This includes plans to expand provision. Their oversight of staff development ensures the school continues to grow its expertise and impact.

## **What it's like to be a pupil at this school**

More House transforms pupils' lives and makes a significant contribution to pupils' positive attendance, behaviour and personal development. Many pupils arrive having faced disrupted education or significant barriers elsewhere, yet they quickly flourish in an environment where they are welcomed warmly and understood deeply. They throw themselves into the rich, ambitious curriculum and the impressive co-curricular offer, which includes extensive clubs, events and trips. Every pupil in the lower years and many in the older years learn a musical instrument, many join the choir and all discover talents and interests they never imagined. As their specific needs are identified and supported exceptionally well, the barriers they once faced are reduced, and for many, removed entirely. Pupils enjoy learning. Many parents and carers agree that this school is transformational for their children.

Teaching is of high quality. Teachers use specialist approaches that help pupils build secure, detailed knowledge across a wide range of subjects. A comprehensive programme of therapeutic support helps pupils develop confidence, independence and self-belief. Sixth-form students thrive, achieving highly and progressing to university and other ambitious destinations. Pupils are safe and develop a strong sense of belonging. They form excellent friendships, and any issues are resolved quickly and sensitively. Bullying is tackled well. One pupil captured the school's ethos perfectly when he said, 'Bullying usually happens in other schools because someone is different. Here, we're all different, so it's not a problem.'

Pupils show deep respect for one another and know that trusted adults will always listen and act on their concerns. They learn how to keep themselves safe, including online. Pupils explore important themes such as healthy relationships, sex education and healthy living. They grow into thoughtful, confident young people who are proud to be part of the school community and ready to take on the world beyond More House School.

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## Next steps

- Leaders should continue their work to refine the curriculum and its delivery, promoting the best possible outcomes for all pupils across all subjects.
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## About this inspection

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, head of school, senior leaders, other leaders, governors, staff and pupils during the inspection.

The school also runs post-16 provision and boarding provision, which is inspected separately. Both of these provisions are at the school's registered address.

Inspectors only inspected the education provision at this school.

The inspectors confirmed the following information about the school:

This school has a Christian religious ethos.

More House School is an independent boarding and day school with charitable status. It caters for up to 515 boys aged between 8 and 19 with literacy and language-related special educational needs, including dyslexia and developmental language disorder. All pupils have special educational needs and/or disabilities. Approximately 80% of pupils have an education, health and care plan. The annual fees for the day school are between £26,467 and £31,208.

The school does not use any alternative provision.

The name of the proprietor is Gard'ner Memorial Limited.

Headteacher: Jonathan Hetherington

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## Independent school standards

Independent school standards are either met or not met for each category.

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**1. Quality of education provided**

Standards met

All standards have been met.

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**2. Spiritual, moral, social and cultural development of pupils**

Standards met

All standards have been met.

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**3. Welfare, health and safety of pupils**

Standards met

All standards have been met.

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**4. Suitability of staff, supply staff, and proprietors**

Standards met

All standards have been met.

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**5. Premises of and accommodation at schools**

Standards met

All standards have been met.

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**6. Provision of information**

Standards met

All standards have been met.

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**7. Manner in which complaints are handled**

Standards met

All standards have been met.

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**8. Quality of leadership in and management of schools**

Standards met

All standards have been met.

**Lead inspector:**

Shaun Jarvis, Ofsted Inspector

**Team inspectors:**

Mary Davies, Ofsted Inspector

Tom Neave, Ofsted Inspector

## Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 24 February 2026

**Total pupils**

**504**

**School capacity**

**515**

**Pupils with an education, health and care (EHC) plan**

**405**

**Pupils with special educational needs (SEN) support**

**99**

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### Our grades explained

Exceptional ●

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### **Strong standard** ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

### **Expected standard** ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### **Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

### **Urgent improvement** ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

### **Insufficient evidence**

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

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