

MORE HOUSE SCHOOL

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Barry and Gerry Huggett with the Head and Deputy Head of our link school in Tanzania

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INTRODUCTION

More House was founded over seventy years ago as an independent Catholic school, open to all, but particularly to help boys whose attainment fell short of their potential.

The school has since evolved, and is now able to support any boy of average ability, who would benefit from an individualised learning programme. It has particular success with boys who have specific learning difficulties/dyslexia, or some other language-based problem. All our students are able to benefit from an environment and education that is tailor-made to suit their needs.

More House has been inspected by CreSTeD, and appears in their list of category ‘SP’ schools, offering a detailed, structured curriculum, incorporating a whole-school approach. Our students usually take up to ten GCSEs, and stay on in our Sixth Form to study for AS/A2s and other post-16 qualifications.

The school was approved by the DCSF, under Section 347 of the Education Act 1996. It is a member of the Independent Schools Association and the Boarding Schools Association. Our recent OfSTED (2008) report (which may be downloaded from our website www.morehouseschool.com) describes the school as providing “outstanding” education.

More House is set in lovely grounds. There are modern teaching resources and very good boarding and leisure facilities, which are all being steadily improved according to our development plan.

ADMISSION PROCEDURE

We do all in our power to ensure that the needs of each child may be met here and our admission procedure is designed to help us achieve this aim.

When parents make enquiries about a place at the school, they will be sent this information pack. It can only give the bare facts about the school and parents are urged to talk to the Admissions Tutor on telephone number **(01252) 797600** and then to visit the school informally, if this is appropriate, to see us in action and to discuss their child’s needs.

If a parent then wishes to pursue a place we would want to see any reports that there may be on the child, and we would invite the parents to bring their child for a sensitive assessment that would include some testing and the placing of the child in a possible peer group to observe how he coped in a learning situation during a full day at school. Potential boarders are asked to stay overnight. During the visit we try to answer three

questions – “What are the child’s needs?” “Can we meet those needs?” and “What would be the effect of the placement on other boys in the school?” If the answer to each of these questions is positive, a place is offered.

Choosing the right school is a very important step for any parent. Some people may wish to telephone the Admissions Tutor with additional questions. Both the visit and the questioning are encouraged by the school. We do all we can to build good relationships with each child's parents because we view education as a partnership between the child, the parents and the school. It is vital that everyone is happy with the arrangements, so that the child may progress and be able to contribute fully to the life of the school.

The first term after admission will be regarded as a trial term, during which the child may be withdrawn without financial penalty, in the rare event that either the parents or the school feel that the child is wrongly placed.



MORE HOUSE SCHOOL MISSION STATEMENT

We the members of this community aim:

- to recognise each other as God's special creation and treat everyone with love and respect.
- to recognise the individual needs of each pupil and to support his full development - spiritually, morally, intellectually, physically and socially and challenge him to achieve and to recognise his achievements.
- to encourage self-respect and confidence and respect for each other so that all may appreciate the unique worth of each and be able to make a contribution to the life of the school as a whole.
- to encourage initiative and to support and develop in each pupil a sense of personal responsibility, self discipline and citizenship.
- to develop the pupils' awareness of themselves as members of the school with a commitment to its values.
- to provide an environment of learning that will encourage the intellectual development of each pupil with a curriculum that is both demanding and supportive of each pupil's needs and develop him as an independent learner.
- to encourage cultural awareness through Art, Music, Drama and the other arts.
- to offer a wide opportunity for sports, both team and individual, and to offer other challenging outdoor activities.
- to encourage an awareness, concern and active commitment to the needs of the wider community beyond the school and of the planet and develop an understanding of other cultures.
- to work in close partnership with parents, recognising our shared responsibility for their children.
- to maintain and develop the traditions and practices of More House as a Catholic Independent school.
- to support each other as we work together to achieve the aims outlined above.

HOW WE HELP

We cannot properly assist every boy and our careful entrance procedure is designed to make sure that we only accept those who we will be able to help achieve their full potential.

Boys may enter at any age between 8 & 13, or post GCSE, although the earlier they arrive the better the outcome will be. Each boy is placed on an individual learning programme, which is designed to accommodate age, ability, learning style, held as a flexible electronic document. It also shows every boy's educational and social needs which informs the teachers so they are able to work individually with each child. Any necessary remediation is put in across the curriculum. Literacy and numeracy skills are targeted with special programmes of study. Amongst those with literacy problems, a recent six monthly testing showed that by using a variety of methods, some boys had gained up to two years in reading age in that period. Remedial staff will support boys in the classroom or in our Learning Development Centre. All lessons, whether they are English, Maths or Art will contain a literacy component. Social skills are worked on where necessary. We try to avoid a boy experiencing failure and build in strategies so that his self-esteem is improved.

We want education to be an exciting experience. We are constantly updating and improving our methods to employ the best practice, and our curriculum is adjusted to support the changing needs of all our students. OfSTED (2008) recognise that "pupils with greatest difficulties in learning are given special tuition in how to improve their listening and concentration skills so that they can become better learners. This is a highly effective approach that helps pupils outstandingly well."

PROGRESS

On entry, each boy is carefully assessed so that we can identify his specific needs. Each boy has a mentor with whom he has a weekly meeting to set targets and to monitor them. His mentor will liaise with his subject teachers to ensure that proper remediation is given across the curriculum. Parents will receive each teacher's full and detailed reviews of progress twice a year, in every academic subject along with pastoral information. All boys have an annual review to reflect on this progress and to set new targets. The school does not do SATs.

All boys make considerable progress and we are pleased with our results in public examinations – copies of which are available on request.

THE FOUNDATION YEARS

(Ages 8 to 13)

Great emphasis is placed on literacy and numeracy so that there is a strong base on which to build. Tasks are structured and work differentiated so that each pupil can achieve success and grow in confidence. Specific help is given in our Learning Development Centre by specially trained teachers and therapists. Improved self-esteem is essential for successful learning and enhances motivation, enabling each boy to take responsibility for his own progression.

The literacy programme includes basic skills (phonological awareness, multi-sensory phonics, handwriting and daily spelling), Reading (individual and shared), Comprehension, Creative Writing, Grammar and Study Skills.

In English, literature is worked at in a wide context. Speaking and listening tasks encourage boys to respond appropriately. In Mathematics, a wide range of strategies is used to extend or remediate, with individual support according to need.

The teaching is multi-sensory and with each child's dominant learning strength being identified so that strategies can be taught to cope with any area of weakness.

Other subjects on their timetables may include:

Art	Science
ICT	Physical Education
Design and Technology	French
Ceramics/3D Studies	Drama
History	Music
Geography	Sport
Religious Education	Personal Social and Health Education

As our Remediation is given in all subjects, children will not miss valuable lesson time, while attending support lessons. Each boy is on an individual timetable.

MIDDLE AND GCSE YEARS (Ages 13 to 16)

The Remediation and Support programme continues. We build on strengths and help a boy to cope with any area of weakness. Creativity is encouraged through Art, Ceramics, Drama and Technology. There is a wide range of sporting activities, including individual sports such as rock climbing, abseiling and canoeing. The curriculum continues to be delivered in the best way to meet each individual's needs. Boys may join the Duke of Edinburgh Award Programme. In year 9 all boys are taught a Carousel of subjects to give them 'a taste' of what can be studied at GCSE.

At the end of Year 9, a boy is helped to choose the best set of options to take at GCSE two years later.

During these GCSE years, each boy must study:

Maths English Science (Double or 3 discrete Sciences)

He chooses three subjects from the following list:

Art	Geography	Physical Education
Business Studies	3D Design	Resistant Materials
History	Religious Education	Drama
Photography	Music	Leisure and Tourism
Media Studies	Psychology	
Business and Communication Systems		

Lessons in Religious Education, PSHE, Young Enterprise, ICT, Preparation for Working Life, Duke of Edinburgh Award and Sport are also given and some boys will take a short course GCSE in some of these subjects.



SIXTH FORM

Some years ago, after searching through our database of leavers, we were concerned that a number of boys were not achieving as well as we expected on leaving More House with good GCSE results. On investigating this, we came to the conclusion that they were not receiving the necessary support in their post 16 placements, even though many F.E and Sixth Form colleges offered a learning support service.

Our post-16 students are, with the right help, able to access courses at AS and A2 level, and eventually go to university and we would encourage them to do so.

All of year 11 would benefit from a further two years at the school. Indeed, the recent government initiative on the 14-19 curriculum tends itself to look on those years as a continuum, and recognises that different students will develop at different rates, but all need to be provided with the correct platform from which to launch their future careers.

At More House we believe that we need to understand our students very well, and as a result, are able to help them gain better results if they work at a carefully structured curriculum which is based on both what each student hopes to realistically achieve, the nature of his learning style and his specific learning difficulties.



We want to see all our students grow into confident young men, who are able to take their rightful place in society. We want them to build on their strengths, as well as being helped to compensate for any weakness. All our students receive an individualised curriculum where they may gain confidence from achieving sensible goals. They need to be carefully timetabled to meet deadlines for both coursework and examination modules. The school recognises that their needs are different from those of the rest of the school, but we do expect them to set the correct examples for the younger boys in the school to follow.

Our Sixth Form is a half-way-house between school and higher education. Our students become more self-sufficient but will not be left to flounder. They will be helped to strike the right balance between work and social activities.



There is a very big difference between GCSE courses and AS level courses, and every student who wants to achieve at AS level must first of all be motivated to do so and preferably have four/five subjects at C grade and above at GCSE.

If a student wishes to re-take some GCSEs, or increase the number that he has at C grade and above, specific teaching will be done in key subjects, and Maths and English workshops will be held to help every student achieve these very necessary GCSEs.

In September 2008, the school introduced the Extended Project and the Certificate of Personal Effectiveness into the curriculum.

The School has invested heavily in its dedicated Sixth Form buildings, which provides study bedrooms for boarders, tutorial space, common rooms and teaching rooms for the sixth form students, and private study rooms located in a wooded area called “The Shire”. The Enrichment Programme challenges students and develops their cultural awareness.

The following is the current list of AS/A2 subjects which we are offering. It is not exhaustive, and other subjects may be added if a sufficient number of boys wish to study them. It is suggested that boys should not choose more than three AS levels.

- Business Studies – AS/A2
- ICT – AS/A2
- Art and Design – AS/A2
- Ceramics – AS/A2
- Maths – AS/A2
- Performing Arts – AS/A2
- History – AS/A2
- Photography – GCSE/AS/A2
- English – AS/A2
- Product Design – AS/A2
- Geography – AS/A2
- Music Technology – AS/A2
- Music AS/A2
- BTEC Sport
- Environmental Studies AS/A2
- Biology AS/A2
- Chemistry AS/A2
- Physics AS/A2

N.B: There may be a minimum number of students to make any course viable.

RELIGION

More House is a Catholic school, but is open to boys of any faith or none. There is a conventional morning assembly and evening Assembly for the boarders where there is a reading from the Bible or any piece of appropriate writing, after which simple prayers are said. There are close links with the local parish. Boys are always encouraged to follow their own faiths, and we try to meet any dietary requirements.

BOARDING

Boys may be Full Boarders - going home only for Exeats, Half Terms and for holidays, or Weekly Boarders arriving Sunday night/Monday morning and going home on Friday afternoon. Day boys may also board occasionally at weekends and, at times, during the week if space is available.

Our boys reliably inform us that boarding at More House is fun and enjoyable. We understand that children who are happy will thrive both academically and socially.

The care of the boys is the responsibility of a full-time Boarding Team, working under the Head of Boarding. Many of the team are married and live at the school with their families (and assorted pets!), all of whom are fully involved with the boarding life of the school. We strongly believe in creating a stable, caring and family-style environment for our boys, whose happiness is our main aim.

It can often be harder for parents to adapt to their sons boarding than it is for the children themselves, and we therefore recognise the importance of maintaining contact with home regularly. Parents are welcome to visit the school at any time, and boys are free to contact their families whenever they wish. At More House, there is always someone there who cares, and we take the term "*in loco parentis*" very seriously.

Each boarder has a specific Housemaster/mistress who will support and encourage your child to grow in self-esteem and confidence and who will monitor his academic progress closely by liaising with Form Tutors and teachers alike.

At the end of the teaching day, boys change into casual clothes and either go to a first Homework session or to a chosen activity – this may be an extra games practice, or any one of the many clubs that meet each day. After supper and Assembly, there is a further supervised Homework session. The boys are then free to follow their own pursuits until their appropriate bed time.



On Saturdays and on Sundays, there are shopping trips and visits to places of interest, and numerous evening activities on offer, together with home-based entertainment.

No boarding school is a substitute for a good home, but we aim to make life as stimulating and rewarding as possible and to build in enough support in order that each boy may grow and achieve his full potential. The residential provision within our school has been praised highly both by OfSTED (Care) and the OfSTED Inspection Team (2008).

DAY PLACES

More than two thirds of the school are day boys. They are welcome to join in any after school activities and trips and most of them stay each day for a supervised homework session.



UNIFORM

School Uniform and PE Kit can be obtained from Guildford Schools & Sport, 210 London Road, Burpham, Guildford, Surrey, GU4 7JS. Telephone number: 01483 577835

CHARGES

We operate a three-banded fee structure that reflects the provision that each boy receives according to his need. The banding is decided on assessment and discussed with parents. Most boys are in the 'normal' fee band. If, on assessment, it is felt that a child's needs would place him in a different band, this would be advised in any letter offering a place.

The normal fees from September 2009 are as follows:

Boys below Year 7:

Day	£3,685 per term
Weekly Boarding	£5,935 per term
Full Boarding	£6,550 per term

Boys in Year 7 to Year 11 inclusive:

Day	£4,296 per term
Weekly Boarding	£6,550 per term
Full Boarding	£7,165 per term

Sixth Form tuition fee £4,500 per term – currently a 10% bursary is available for each year a boy has been in the school up to a maximum of 50%. Boarding costs must be added to this and are not discounted.

Please note Public examination fees are **not** included within the termly fees.

EXTRAS

Extra charges are incurred for pupils who learn musical instruments or participate in school outings and for some after school clubs if they are 'bought in'.

THE SCHOOL DAY

7.15am Boarders rise

7.50am Breakfast

Day boys should arrive by:

8.30am for Form Tutor session so that they may be properly organised for the day, usually followed by assembly.

There then follows six teaching sessions, broken up with morning break and lunch, until 4.05 pm when there is a second Form Tutor session to ensure that each boy knows what his homework is and that he has the right books and/or assembly.

School ends at 4.20pm

4.20pm Refreshments for those staying to Prep or Activities

4.30pm Prep or Activity until 5-30pm

5.55pm Supper

6.30pm Boarders Meeting

6.45pm Further Prep

7.45pm Leisure until the appropriate bed time

A snack will be served during the evening.

Supervised homework is offered Monday to Friday inclusive, activities from Monday to Thursday.

On Fridays, home times are as follows:

Js and Year 7 to leave at 3.50 from the lower car park. Year 8 to leave at 4.05 from the lower car park. Year 9 to leave at 4.05 from the upper car park. All other boys to leave at 4.20.

N.B: At Half-Term school finishes at 4.20pm for all boys.

SPORT

The school has excellent playing fields and is surrounded by countryside, ideal for cross-country running, mountain biking and orienteering. The school has a fully equipped Sports Hall, which is in constant use.

We want boys to enjoy sport and to take appropriate exercise. Matches are held against other schools.

During the winter, the boys can do football, rugby, cross-country running and basketball.

During the summer, they play cricket and tennis. They also take part in athletics and swim in our heated pool.

There are also opportunities for individual sports such as rock climbing, abseiling and canoeing.

ACTIVITIES

There is a wide range of after school activities detailed in the enclosed flyer. The programme is constantly changing. It may include sports training, quiz nights, canoeing, biking, music, table tennis, ceramics, modelling and many more.



MORE HOUSE SCHOOL - STAFF LIST

Mr. B. Huggett, B.A. (Hons), Q.T.S., F.I. Biol.

Mrs. J. Fremont-Barnes, M.A. (Hons) M.Ed Sp.Needs

Mr. A. Williamson, B. Ed (Hons)

Miss. R. Gordon, B.Ed (Hons)

Mrs. H. Maher, B.A (Hons), P.G.C.E

Dr. L.A. Roberts, Ed D, M.B.A.

Mrs. S. Shaw, H.N.D.

Miss. C. Tarrington, B.Sc (Hons), P.G.C.E

Headmaster

Deputy Head. *English*

Deputy Head. *PE & Humanities*

Head of Lower School.

Junior Subjects

Head of R.E.. *Post-16 Advisor*

Bursar

Head of Boarding

Head of Sixth Form.

Psychology

TEACHING STAFF

Mrs. C. Babayan, Nat. Dip. (Graphics)

Mr. P. Berry, Cert. Ed.

Mrs. R. Blake, B.A. (Hons), P.G.C.E

Mr. N. Bloomfield, B.A. (Hons)

Mrs. V. Burn, B.Sc (Hons), P.G.C.E

Mrs. H. Brandreth, B.A.(Hons) with Ed., Dip.Psychodynamic Counselling

Miss. O. Darley, B.Sc. (Hons)

Mr. R. Dickie B Ed (Hons)

Miss H. Dickinson, B.A. (Hons)

Mr. A. Faasen, H.D.E

Ms. N. Firminger, B.A. (Hons), P.G.C.E, Post Grad. Cert. SpLD

Ms. A. Fox, BSc (Hons), P.G.C.E.

Mr. M. Gibbons, B.Comm, M. Sc., QTS

Miss D. Gleghorn, B.A. (Hons), M.A.

Miss A. Hankin, B.Sc. (Hons)

Mr. J. Hetherington, B.A. (Hons), QTS

Mrs. L. Hill, B.Ed., Cert. Ed.

Miss F. Hudson, M.Sci.

Mr. D. Jones, B.Sc. (Hons)

Mrs. S. Jones, B.Sc. (Hons), P.G.C.E.

Mrs. P. Judge, B.Sc. (Hons)

Mr. J. Kay, LLB (Hons), M.A.

Mr. T. Kirkham, B.A. (Hons), MAPT, QTS

Mr. B. Luff, B.Sc. (Hons), M. Sc., P.G.C.E.

Mrs. F. McGregor, BSc. (Hons), P.G.C.E

Miss K. McGregor, B. Sc (Hons)

Miss K. Matthews, B.Sc. (Hons)

Miss V. Matthews, B.A. (Hons), P.G.C.E

Miss. S. Morgan, B. Ed, QTS

Mr. T. Morgan, B.A. (Hons), QTS

Miss J. Morgan, B.A. P.G.C.E

Mr. J. Mubiru, B.Sc. (Hons), Dip. Ed.

Art and 3D

Technology

Junior Subjects

Music

*Business Communication Systems
and ICT*

Cognitive Behavioural Therapist

Research Assistant & English

ICT

Performing Arts, Head of Year 9

Physical Education, Head of

Year 8

English, Assistant Head of Year 8

Science

Business Studies and Business

Communication Systems,

Director of Innovation &

Entrepreneurship

History

Humanities

English, Head of Year 10

Mathematics

Mathematics

Mathematics & Business Studies

Mathematics

Science

English

Director of

Dramatic Arts & Literacy

Head of Humanities

Head of Science

Science

Junior Subjects

Photography, Director of Visual

Arts and Media

Mathematics

Technology

English

Science, Assistant Head of Year

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Mrs. A. Murphy, B.A. (Hons)	<i>Art, Photography & Sixth Form Pastoral</i>
Mrs. S. Olsen, B.A. QTS.	<i>Junior Subjects</i>
Mrs. R. O’Gorman, B.Sc. (Hons) Dip.Ed.	<i>Science</i>
Mr. R. Patel, B.A. (Hons)	<i>Technology</i>
Mr. M. Place, B.A. (Hons), QTS	<i>Director of Music</i>
Mr. R. Purvis, B.Sc. (Hons), QTS	<i>Head of Mathematics</i>
Mr. N. Roddis, B.A (Hons) QTS	<i>Mathematics & Physical Education, Senior Tutor & Director of Extra Curricular Activities</i>
Ms. J. Rowse, B.A. (Hons)	<i>Ceramics</i>
Mr. S. Sanderson, B.A. (Hons), QTS	<i>Physical Education</i>
Mrs. H. Simpson, Cert Ed	<i>Junior Subjects</i>
Mrs. T. Sheaff, B Sc. (Hons), BA (Hons), P.G.C.E.	<i>Science, Head of Year 11, Director of Professional Training & Senior Tutor</i>
Mr. H. Williams, B.Sc. (Hons)	<i>Humanities and Environmental Studies</i>
Mr. M. Williams, B.Sc. (Hons) P.G.C.E.	<i>Head of Physical Education</i>
Mrs. J. Webb, N.D.D. Art Teacher’s Cert.	<i>Art</i>
Mr. I. Yeoman, MA (Hons), P.G.C.E, RSA Dip	<i>Head of English</i>
Mr. H. Rashleigh	Sixth Form Custodian
Mrs. J. Jacques, Dip. Pastoral Ministry, M.A	Chaplain

LEARNING DEVELOPMENT CENTRE

Mrs. M. Davenport, M.R.C.S.L.T., Dip.RSA. SpLD.	Head of Learning Development Centre, Speech & Language Therapist, Literacy Tutor
Mrs. M. Stubbs, B.A. (Hons), R.S.A. Dip	Academic Administrator
Mrs. J. Bennett, HND	Occupational Therapy Aid
Miss. R. May, B.Sc. (Hons)	Speech & Language Therapist
Mrs S. Cavannagh, Dip, COT, SROT	Occupational Therapist
Miss A. Lee, B. Sc. (Hons)	Speech & Language Therapist
Mrs. P. Hall, M.R.C.S.L.T., Dip. RSA. SpLD.	Senior Speech & Language Therapist, Literacy Tutor
Miss R. Huntbach, B.Sc (Hons)	Speech & Language Therapist
Mrs. C. Jupp, B.A (Hons), Dip. RSA	Literacy Tutor
Mrs. T. Meredith, BSc (Hons)	Occupational Therapist
Miss L. Ng, B.Sc. (Hons)	Speech and Language Therapist
Mrs. C. Norris, B.A (Hons), OCR Cert SpLD	Literacy Tutor
Mrs. J. Seward, B.Sc (Hons)	Senior Speech & Language Therapist
Mrs. L. Voice, B.A. (Hons)	Mathematics Tutor
Mrs. K. Wane, M.A, P.G.C.E, OCR Dip. SpLD	Literacy Tutor
Miss. C. Witchard, B.Sc. (Hons)	Speech & Language Therapist
Mrs. C. Groves, CLANSA, MAPT	Literacy Tutor

TECHNICAL & CLASSROOM ASSISTANTS

Mrs. S. Corbishley, RGN
Mr. J. Dew, B.A. (Hons)
Mr W. Dunglison

Mrs. S. Foster
Miss A. James
Mrs. K. Loasby
Mr. P. McCann
Mrs. H. Murray
Mr. C. Norris
Mrs. T. Rashleigh

Miss S. Riordan
Mrs. J. Saum
Mrs. S. Saunders B.Sc.
Mrs. D. Youl, HND

Librarian
Art Technician
Classroom Assistant, Literacy
Skills & Drama
Classroom Assistant
Classroom Assistant
Classroom Assistant, Technology
Technology Technician
Classroom Assistant, Junior
ICT Assistant
Stage Manager & Wardrobe
Mistress
Classroom Assistant
Science Technician
Science Technician
Examinations Officer

MEDICAL STAFF

Mrs. C. Robertson, R.G.N
Mrs. J. Watts, R.G.N

School Nurse
School Nurse

BOARDING STAFF

Miss S. Morgan, B. Ed, QTS
Miss B. Crouch, B.A. (Hons)
Miss G. Fay, M.A.
Mr R. Patel, B.A. (Hons)
Miss L. Payne
Miss A. Philo, B.A. (Hons)
Miss K. Shaw, B.Sc., M. Sc
Miss F. Urbain, B.Sc (Hons)
Mr. L. Webb, B.A. (Hons)

Deputy Head of Boarding
Housemistress
Housemistress
Housemaster
Housemistress
Housemistress
Housemistress
Housemistress
Housemistress
Housemaster

ADMINISTRATIVE STAFF

Mrs. G. Huggett, M.C.S.P., Grad.Dip.Phys.
Mrs. E. Elwell, MBA, PG dip.MGT, MATT
Mrs. E. Odell, B. Sc (Hons)
Mr. A. Roberts, MCITPEA
Miss M. Roberts, B.A. (Hons)
Mrs. S. White T Dip. IT

Admissions Tutor
Finance Officer

ICT Manager
PA/School Secretary
Database Manager

PERFORMING ARTS

All classes, up to and including Year 9 have Music and Drama lessons each week. Both subjects are also offered at GCSE and AS/A2 Level, and the departments work closely together. Various ensembles and bands meet and practise after school, and perform, publicly, several times a year.

Music Technology is catered for, and, together with the Drama department put on several shows each year, involving both senior and junior boys. Many boys become involved in stagecraft, as well as working behind the scenes on lighting, make-up, scenery construction and sound.

The Music department offers individual tuition in a number of instruments: Piano, Strings, Brass, Guitar, Bass, Trombone, Drums, Voice and Woodwind.



Music is taught in the Bradbury Music Centre that has a Music Technology Suite, teaching area, recording studio and Concert Hall.

Drama has a dedicated building for music workshops and theatrical performances.

SCHOOL RULES

1. You must always behave in a way that would bring credit to you, your parents and your school.
2. You are expected to be kind and considerate towards your teachers and other boys and especially polite to visitors to the school.
3. You must be punctual in arriving at lessons and other activities bringing with you all equipment that you may need.
4. You must try to be clean and tidy and must always wear the correct uniform, properly labelled with your name, and you must only wear black regulation shoes.
5. Your hair must be conventionally cut and be kept clean, your face cleanly shaven.
6. You must produce work on time and present it as neatly as possible.
7. You must look after your own property, you may not borrow things without the owner's permission and you must treat school equipment, fixtures and fittings with great care.
8. You may not bring knives, matches or lighters to school. Smoking is forbidden in the school, its grounds, whilst on journeys to and from school, or whilst on school trips or excursions. Smoking may lead to suspension, drugs lead to instant expulsion. You may not bring unbecoming literature, or computer software into the school. Chewing gum, body piercing or tattoos are not permitted.
9. Mobile phones may only be used at break times and after school and must be switched off during lessons.
10. You must follow all instructions relating to the areas that are out of bounds. Boarders may not leave the premises without the permission of the Headmaster, the Deputy Head or the Head of Boarding, except at official home-goings and then they must both announce their departure and their return. Buying and swapping of items is not permitted without the permission of the Headmaster, the Deputy Head or the Head of Boarding.

By your good conduct and serious work, you will develop your own character, help others and enhance the reputation of your school.

POLICIES

The school has a large number of policies – including those on Child Protection, Bullying, Health & Safety, Sanctions, and Behaviour i.e. the promotion of good behaviour, and these are available to parents should they request them from the school office.

BEHAVIOUR AND DISCIPLINE

We expect high standards of behaviour from all our pupils and they are helped to achieve this through our Behaviour for Learning system which sets out clear boundaries and encourages boys to succeed, make progress and become more socially aware through a rewards system. As a consequence of poor behaviour, a boy will be counselled, may have to serve a detention but will always have it explained to him what would have been a better course of action.

In the rare case of a serious offence, a boy may be suspended for a short fixed term, usually 24 hours. If a placement has clearly broken down a boy can be excluded permanently. The school has a draconian policy on drugs, which is explained to boys and their parents. Any boy who brings any illegal substance (including cannabis) into the school would be expelled.

CONCERNS

We maintain close links with our parents and will always telephone them if we have any concerns about a boy. Similarly, we want to know if parents are worried, no matter how small that worry may be. The school has a formal complaints procedure, details of which are available from the school office.

Boarders' parents may wish to contact a boy's personal Boarding Assistant or the Head of Boarding about any residential matter. A boy's Form Tutor will be happy to discuss academic matters. The Headmaster or his Deputies are available by telephone or, by appointment for a personal interview. If a parent is not satisfied with the response of the Headmaster, a parent may ask him to take the matter to the board of Governors. The School complaints procedure is available from the school or on its website. Parents may also ring Ofsted on 08456 404040 and quote reference SCO 13927.

Under the Children Act, the Headmaster is the designated person for Child Protection. Also under the Children Act, the school has an Independent Visitor, Mrs. Flair Milne who may be telephoned on (01252) 797600 if a parent or a child has a concern that they do not think can be dealt with by the contacts described above.

GOVERNING BODY

More House is a Registered Charity (No. 311872), and its Governors act as Trustees of that Charity.

The Governing Body consists of:

Mr. John Stares	Chairman (correspondence to school address)
Dr. Malcolm Boyd	
Capt. Dan Bradby	
Mr. Sean Collins	
Mr. Tom Gardner	
Mrs. Susan Kirkham	
Dr. Patricia Parker	
Mr. P. Wilson	
Mr. William Woellwarth	

FRIENDS OF MORE HOUSE SCHOOL

This is an association of the parents guided by an organising committee. Automatically all “new” parents become members of the “Friends of More House” which organises various fund raising and social activities throughout the year.

The support received from the “Friends” is invaluable, not only in financial terms but also in fostering community spirit.

Newsletters are sent to parents termly.

COMMUNICATIONS

The school postal address is: More House School
 Moons Hill
 Frensham
 FARNHAM
 Surrey GU10 3AP

The school office is open from 7.30am until 5.30pm and usually from 9.00am until 3.00pm in the school holidays. It is closed on bank holidays.

Boys have constant access to pay phones on which they may also receive calls. The numbers are: 01252 797607 (St Anthony's), 01252 797608 (Main House, Juniors) or 01252 797606 (Main House, Seniors).

The school may be telephoned on: **01252 797600** Specific Enquiries About Boys
 01252 792303 General Enquiries

The school fax number is: **01252 797601**

Our email address: **schooloffice@morehouseschool.co.uk**

Our web site: **www.morehouseschool.com**

We encourage all parents to make their e mail addresses available to the school and intend sending most information to parents via this medium.

Each parent, upon their son’s entry to the school, will be provided with access to the school database to find out about events, their child’s timetable and homework set.

TRAVEL DIRECTIONS

By Train:

Trains for Farnham leave Waterloo Station every half an hour and the journey takes just under an hour. Upon arrival at Farnham, taxis are usually available in the Station Yard, and the School minibuses meet and take to specific trains.

By Car From Farnham:

Whether coming from the centre of Farnham or via the Farnham by-pass, follow signs towards Farnham Station and take the A287, sign posted to Hindhead. Pass the railway station on your right. Cross over the level crossing (2.9 miles from More House) and take the right fork, signposted Tilford Road. At the traffic lights turn right into Great Austins Road, signposted Hindhead (A287). At the end of Great Austins road, turn left at the traffic lights on to the A287. Carry on along this road until 2.2 miles from the level crossing you will see Edgeborough Prep School on the right. Take the next right turn down Kennel Lane, signposted "Shortfield" and "Dockenfield". At the cross-roads turn right, driving up Moons Hill, and the main entrance is at the top of the hill on the left.

By Car from Hindhead

If approaching from the Hindhead direction, you will pass Frensham Great Pond on the left and, after half a mile, you will pass through the village of Millbridge. Soon after there is a notice on the left stating "Helen Arkell Dyslexia Centre", take an immediate left fork and go down Fifield Lane*. At the cross-roads, drive across the junction, up Moons Hill, and the main entrance is at the top of the hill on the left.

- If you miss Fifield Lane, take the next left, which is Kennel Lane and signposted "Shortfield" and "Dockenfield". Turn right at the cross-roads, drive up Moons Hill and More House is at the top of the hill on the left-hand side.

Other Routes

- From the M3 West take Junction 5 exit at Hook following signs for the A287. Follow instructions from Farnham bypass.
- From M25 and M3, take Junction 4 exit at Frimley to Farnham bypass.
- From Alton/Winchester by A31. At roundabout on the outskirts of Farnham follow the A325 to Petersfield. Go through Wrecclesham and pass the sign welcoming you to Hampshire. The Forest Inn is on the right next to a garage. Turn left down Fullers Road signposted Frensham and Rowledge. (Fullers Road goes through Rowledge and becomes the Long Road). You will see Frensham Heights School on the right. The Long Road then becomes Moons Hill and our school is on the right.
- By A325 from Petersfield - on the outskirts of Farnham. Forest Lodge Garden Centre and Birdworld are on the left. Take a right turn at the sign "Frensham and Rowledge" down Fullers Road. Fullers Road goes through Rowledge and becomes the Long Road. You will see Frensham Heights School on the right. The Long Road then becomes Moons Hill and our school is on the right.