



# More House School Sixth Form Results Summer 2022

## PRESS RELEASE

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### DISADVANTAGED PUPILS EXCEL

Sixth Form students with Dyslexia, developmental language difficulties and associated special educational needs have again defied assumptions and proved their academic potential, celebrating exceptional outcomes in their A Level and equivalent Level 3 BTEC qualifications.

Triumphant Upper Sixth leavers at the nationally celebrated More House School, Frensham have overcome their personal learning challenges to achieve fantastic results. Their success is even more impressive with the backdrop of unparalleled challenges to teaching and learning caused by the COVID-19 pandemic.

Celebrating their achievements, More House School's Headmaster, Jonathan Hetherington, commented "For so many of More House's Sixth Form leavers, such achievements seemed a ridiculous impossibility when they first joined our school, years ago. Lacking in self-belief and feeling inadequate in the face of their diagnosed special educational needs, their journey has been one of growing confidence and aspiration. These results prove to them their intelligence and value".

More House leavers are now preparing to take up university degree places and commence aspirational future pathways, despite a majority having Education, Health and Care Plans (EHCPs), which recognising especially complex learning challenges.

With a 99% pass rate for A Level and equivalent Level 3 BTEC certificates, More House School's leavers achieved 72% A\*-C grades at A Level. Impressively, 34% of A Level and equivalent Level 3 BTEC certificates have been awarded at the highest grades of A\* to A, or Distinction\* to Distinction; exceptional for a cohort of students who have each faced significant special educational needs, making learning especially difficult.

Mr Hetherington added "We are thrilled by our Upper Sixth leavers' successes. They have faced adversity throughout their lives and these outcomes, for many meaning progression to university, are the results of sustained determination and perseverance. But the specialist, aspirational and encouraging environment of More House School has supported them to recognise their intelligence and to be aspirational, and to achieve incredible outcomes which empower them for their futures."

Mr Hetherington also praised the "expert and dedicated" commitment of the school's specialist staff, and recognised that the pressures on teachers and therapists in teaching through a pandemic have placed unprecedented burdens on them.

It is impressive that, at the largest school in the country for literacy and language needs, a majority of its leavers will progress to university degree study, reading subjects as varied as Chemistry, History, Politics, Mathematics, Sports Journalism, Product Design, Psychology and Property Development. Other More House leavers are entering apprenticeships or internships.

Rated Outstanding in all areas by Ofsted in March 2019 and again for its boarding provision in 2022, More House School is an independent boarding and day school, with a Catholic tradition, and recognised internationally as a centre of excellence in supporting intelligent boys aged eight to 18 to transform their futures and overcome the barriers posed by Specific Learning Difficulties, Developmental Language Disorders and associated SEND conditions, by empowering them.

Set within thirty acres of the Surrey Hills Area of Outstanding Natural Beauty and delivering a very rich mainstream, academic curriculum, all of More House School's students take a breadth of GCSEs, and the majority enter the Sixth Form to study A Levels and the equivalent Level 3 BTECs. The school achieves results that sit above the national averages for good passes at GCSE despite each student's special educational needs, and a majority of More House's Sixth Form leavers progress to degree study at university.

The school is a leading player in teacher-education and development, offering short-courses and nationally-accredited qualifications in supporting learners in the classroom with Specific Learning Difficulties and Developmental Language Disorders. The school provides support to many professionals in other mainstream and specialist schools in the state-maintained and independent sectors.