



MOON HALL COLLEGE

BURYS COURT

Giving all the chance to shine



PROSPECTUS 2016



Welcome to our school

Welcome to Moon Hall, Reigate where we are ambitious for every student. We strive to ensure that our students achieve academic and personal excellence and where our shared values of ambition, aspiration, courage and resilience underpin their learning journey.

At the school your son or daughter will be taught by dedicated staff drawing on over 30 years of experience in delivering a specialist cross curricular dyslexia education. The pupils are positively supported and educated and the nurturing atmosphere of the school provides an environment within which pupils feel secure enough to take on new challenges and to achieve.

Our school relies on the partnership between parents, staff and pupils. This enables us to provide an education that liberates our students; where they believe that being dyslexic is neither an excuse nor a barrier to success, enabling them to grow into strong, independent individuals accessing further education when they leave us after their GCSE's.

We are brilliant at teaching dyslexic students, and we look forward to meeting you and showing you this inspirational school.

Berry Baker, Founder Principal



Moon Hall College which incorporates Burys Court, occupies a lovely 12 acre secluded site with sports fields, lawns and woodland. Despite its rural setting, the school is easily accessible from a wide catchment area including Reigate, Redhill, Dorking, Epsom, Coulsdon, Godstone, Crawley and areas within South London.

Our Ethos and Aims

Our mainstream school specialises in teaching dyslexic pupils (but not exclusively). We provide the high quality rounded education that is expected of an independent school. What distinguishes us from other schools is that dyslexic pupils here are not a minority group who need extra help which sets them apart from their peers. Here the pupils and parents can be confident that all of our resources are directed towards providing an education suited to them; one which is designed to identify and work with their undoubted strengths and talents as well as provide them with strategies to manage their dyslexia.

Burys Court our Junior Department takes pupils from Year 3 up to Year 6.

Moon Hall College our Senior Department, takes the pupils from Year 7 up to Year 11 and GCSE.

We are a family school that fosters family values: each child is known to practically every member of staff. Each pupil we admit is important to us as an individual whose needs are to be understood and met and whose talents are to be found and encouraged.



Teaching throughout the school is designed to be 'dyslexia friendly'. We are members of and are inspected by CReSTeD the Council for the Registration of Schools Teaching Dyslexic Pupils.

We take very seriously the importance of having a firm base in literacy and numeracy on which to build further academic achievement, and the importance of acquiring the learning skills needed for a happy and successful life. This approach has proved very beneficial to pupils who are not dyslexic and who benefit from having the individual attention we can give.

We seek to develop our pupils' personality and self-confidence and to instil in them an understanding of the importance of respect for one's self and for others, self-discipline, a sense of duty, courtesy, initiative and hard work. We teach Christian values in a multi-cultural context and we welcome children of all faiths and of none equally. We hope they will look back on their time here with fond memories.



Overall, we provide a broad and balanced education that:

- Promotes academic excellence and establishes sound work habits which enable each pupil to achieve his or her potential
- Caters for individual needs and stresses the importance of a positive self-image.
- Provides opportunities for attaining personal goals and offers a wide range of activities through which the pupils can discover and develop their skills and aptitudes
- Teaches the importance of moral and social values and encourages self-discipline, responsibility, good manners and thoughtfulness for others

In all that we do, we seek to foster in our pupils confidence, ambition, aspiration and respect.



Our Teaching Methods

While many schools offer some support through a dyslexia 'unit', there are very few which provide a dedicated "holistic" approach to helping dyslexic pupils in the way that we do at Moon Hall.



We admit many pupils who have had the benefit of additional support in a mainstream school but who have still not been able to realise their full potential. We teach our pupils how to decode accurately and give them the extra time and support they need in all classes to enable them to record their work without stress and to achieve their full potential. This can only be done in a specialist school that focuses on the expert teaching that dyslexic pupils need across the curriculum in order to make the maximum possible improvement in literacy and numeracy, while having a good rounded education.

This has a number of benefits:

- All of the teachers in the school understand their needs as dyslexic pupils, not only those who teach English and Maths. Classes are split into smaller teaching groups for English, Maths and other subjects as appropriate and specialist support is provided with trained class room assistants or team teachers in most classes.
- Pupils are rarely removed from their normal class for additional help since that help is available within the class. They do not miss out on parts of the curriculum being taught. As far as possible we teach according to ability not to age.
- There is no differentiation within the school between dyslexic pupils and those who are not. As a consequence, the feelings of underachievement and lack of self-esteem which so often affects dyslexic pupils in ordinary mainstream schools, however hard those schools try to minimise this, are removed. They are then free to work in a safe and supportive environment to regain confidence and to come to enjoy the experience of learning. All pupils are accepted for themselves and dyslexia is not a reason not to succeed.

Many of our dyslexic pupils have lower working memory abilities than average. This does not affect their natural intelligence, which can still be average or higher than average, or their other talents, but it does mean they have to put more effort into thinking and retaining information in class and need more time than their non-dyslexic peers when working together in a class.

This is why most dyslexic pupils:

- Get more tired than their non-dyslexic peers when making a mental effort.
- Have difficulty following oral instructions that consist of several pieces of information.
- Have difficulty remembering the order of sounds, letters and ideas when reading, writing and spelling.



As dyslexic children can get very tired mentally after academic lessons, the school day is organised with English and Maths in the mornings so far as possible and more creative lessons and sports in the afternoons. Homework is mostly done during school hours in prep sessions. We prefer evenings to be available for outside activities and the sports at which many of our pupils excel. We encourage the pupils to find their talents, since finding what they are good at is often the key to their future.



The support we provide can become more important as pupils move towards their GCSE exams. Many intelligent dyslexic children have an excellent oral vocabulary and show an ability to understand what they read which is well advanced compared to their ability to read out the difficult individual words in that text. This is because their natural intelligence has enabled them to make correct inferences from the context of what they are reading. However, this ability will become more problematic as vocabulary becomes more complex and careful reading of the text imperative to understand the right inference and

answer complex questions. Many pupils need to continue to have good phonological support throughout their time in school in order to improve their decoding skills. We are able to offer that in every English class and throughout the whole curriculum.

We teach our GCSE subjects in a method that best supports the learning strategies of the individual pupil. We do this with small classes, extra time for literacy and numeracy, trained teachers and TA support and an adapted curriculum that allows us to gain the best possible grade for each student. Currently every pupil, whatever their difficulties, will sit the 5 core GCSE examinations in English [Language and Literature], Maths and Double award Science along with a number of optional subjects such as History and Business Studies. We have been very pleased when pupils show initially unexpected talents in Art, Drama, Music and Design Technology.



We expect every pupil to leave with sufficient GCSE's to get a place in college that matches their ambitions for a future career, to be articulate and to have the social skills needed for life and work.

Pastoral care is of particular importance in all that we do. Many of our pupils have been frustrated in their previous educational environment by being unable to achieve their potential. We take the time to help them to understand why, to learn the skills and strategies they need as well as to deal with the other frustrations and issues that all children encounter in growing up.

We are very pleased that our last full Inspection Report in 2012 recognised that what we were doing and achieving was "excellent" in all aspects of our work.

Our Facilities

We are always updating and improving our facilities. They include:

- Three ICT rooms
 - ICTA with 14 computers and interactive white board
 - ICTB with 7 computers and interactive white board
 - Open plan individual and group study area with 14 computers
- Laptops for use across the curriculum
- Technology used to support our students includes:
 - Dragon Speak,
 - Audio Note Taker
 - Reading Pen
 - Inspiration
 - English Type [junior and senior],
 - Number and Word Shark,
 - Click
 - Read & Write 9
- Many classrooms fitted with interactive whiteboards
- Well-equipped Design Technology workshop including work benches at varying heights allowing for pupils as young as Year 3 to access the equipment.
- Science labs
- Art room with facilities for fine art, sculpture, print making and photography
- Lighting and sound systems for school productions and concerts
- Gym equipped with climbing bars and ropes, a variety of gym equipment and marked floor for basketball, netball and badminton.
- 12 acres of grounds including
 - Large cricket/football/hockey pitches with provision for an athletics track, long and high jump and cricket nets
 - Walled garden containing a further pitch which is also used for senior break times having a number of round picnic tables to encourage social interaction.
 - Adventure playground and zip wire
 - Woodland play area also used by the Forest School programme
- Onsite chef providing family service lunch served in the dining room for Years 3-6 and cafeteria provision for Years 7-11



Burys Court (Junior Pupils Years 3 to 6)

Sharing the same building as Moon Hall College, the junior school is predominately located on the first floor. They follow different timetables, separate breaks and lunch times. Our junior school hours are 8:20a.m. to 3:50p.m. but there are optional clubs afterwards on most days that continue to 5:30 or later.

We provide a full curriculum education with emphasis on literacy and numeracy. We teach to the pupil's ability, not to his or her chronological age as far as possible.

We take very seriously the importance of having a firm base in literacy and numeracy on which to build further academic achievement, and the importance of acquiring the skills needed for a happy and successful life. This approach has proved very beneficial to pupils who are not dyslexic and who benefit from having the individual attention we can give.



For reading and spelling we use a phonics system, Phono-Graphix, which we have now used for many years with considerable success. The programme enables pupils to learn to decode words efficiently and is very successful. We give talks to parents to explain the system.

We teach in small classes, aiming to have a maximum of 14. These are split into smaller matched groups for English and Maths. Our pupils' timetable includes the following subjects: English, Maths, Science, History, Geography, ICT, Design Technology, Art, Drama, Music, Religious Education, Personal, Social and Health Education, P.E. and Sport. We also teach touch-typing to all our pupils.

Although we have class teachers, we also use specialist subject teachers for example for DT, Art, Music and Drama. These teachers are supported by another teacher or dyslexia trained assistant in class to help the pupils who need the additional support. All of our teachers have experience and an understanding of a dyslexic pupil's needs and this is enhanced by our own regular in service training.



All junior pupils learn to play the violin and it is beneficial in so many ways. It can help with dexterity (so many of our pupils need OT), posture (we have to stand correctly) and maths (remembering patterns, counting beats). Our pupils learn to read music and it makes it more fun learning and performing as a group, enhancing listening skills, timing and building confidence as they can play a tune.

Football is played in the Autumn Term, hockey in the Spring Term and cricket and athletics in the Summer Term. We



have occasional cross country runs to build up stamina. Swimming is done throughout the year at a local pool and in the summer in our own open air pool where we have a swimming gala at the end of the term for the juniors. Our Head of Sport organises opportunities for the pupils both outside and in our large gymnasium. He also runs after school clubs on most days.

The pupils enter tournaments and have matches with other schools. They have a good record of doing well against much larger schools.

Sports Day is very popular with athletics events in the morning followed by a fun afternoon for families who stay to picnic.

Our pupils go on a wide range of educational visits through the year including Battle Abbey, Hever Castle, Amberley Museum, the Weald and Downland Museum, Birdworld, museums in London and many other places. Each year in the summer term, Years 5 and 6 spend time at a PGL outward bound camp.

Forest School Programme



Forest School is a unique educational experience and process that offers pupils the opportunity to succeed and develop confidence and self-esteem through hands-on learning experiences in a woodland environment.

Timetable permitting, we run the programme for one afternoon a week for the junior school and Year 7 pupils.

At present we are using some of our own woodland but we hope to be able to use other woods in due course.

Children engage in motivating and achievable tasks and activities throughout the year and in almost all weathers. They work with tools, play, learn boundaries of behaviour; both physical and social, grow in confidence, self-esteem and motivation whilst

developing an understanding of the natural world.

The Forest School concept originates in Denmark, originally aimed at pre-school children, where it was found that those who had attended Forest School then arrived at school with strong social and communication skills, having the ability to work in groups effectively, generally had high self-esteem and a confidence in their own abilities. These foundations helped them to raise their academic achievements.

A Forest School encourages children to:

- develop personal and social skills and to work through practical problems and challenges
- use tools to create, build or manage
- discover how they learn best and improve their concentration skills
- pursue knowledge that interests them
- learn how to manage failures
- build confidence in decision making and evaluating risk
- develop practical skills and improve physical motor skills
- understand the benefits of a balanced and healthy lifestyle
- explore connections between humans, wildlife and the earth
- regularly experience achievement and success and so become more motivated
- reflect on learning and experiences develop their language and communication skills

Moon Hall College **(Years 7 to 11)**

Our school hours are 8:20 a.m. to 4:00 p.m. and there are optional clubs afterwards on most days that continue to 5:30 or later.



The senior school covers Key Stages 3 and 4 of the National Curriculum. We take pupils from our junior school on site and from Moon Hall School, Dorking, and from other schools into Year 7 and into more senior years if there are vacancies.

We teach all of the national curriculum subjects except foreign languages. We use specialist subject teachers supported by dyslexia trained specialist teachers or assistant teachers.

English **Key Stage 3/4**

Inspirational English teaching is the cornerstone of the Moon Hall learning curriculum. We are passionate about reading and this is reflected in our approach to teaching English; all of our schemes of work are imaginative and inspiring as they are based on novels and plays. The benefits of our successful phonics programme, 1:1 support, and dyslexia specialist teachers of English, combined with small classes, bring out the best in our pupils. They go on to make excellent progress in English as evidenced by our GCSE results for English, which have increased year on year. Pupils make significant levels of progress in English at Moon Hall College.

Our teaching approach is based on two main aims: to develop functional literacy as quickly as possible in order for pupils to access the wider curriculum, and then to build on this strong foundation with expressive and analytical skills. With the strengthened focus on skills and independence in the GCSE curriculum, we use a range of techniques and activities to embed learning whilst ensuring that lessons are inspirational. To broaden their cultural horizons and spark their imagination, we also work very closely with our outstanding drama and history departments. A full range of cross-curricular trips, including theatre trips, take place every year so that pupils can experience texts in performance.

Speaking and listening skills are also a key ingredient in our English strategy. We believe that for pupils to develop excellence in English they need not only to be able to marshal imaginative and sophisticated ideas, but to deliver them with confidence. Diction, clarity and reasoning skills are essential attributes for their futures.

As a fully credited Crested school we offer the very latest in dyslexia-friendly delivery of the English curriculum and have an exciting range of technology to support learning. Progress in English is rigorously assessed so that support is timely and relevant, and students have the best opportunities to excel.

Mathematics **Keystage 3**

Mathematics teaches us how to make sense of the world around us through developing a student's ability to calculate, to reason and to solve problems. It enables students to understand and appreciate relationships and pattern in both number and space in their everyday lives.

We aim to promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion. We use a variety of methods including many concrete apparatus for kinaesthetic learners to enable pupils to make progress, even when they find the subject difficult.

Many of our dyslexic pupils have difficulty picking up mathematical ideas. At Moon Hall College we know they have difficulty in language, and this includes maths language. Memory difficulties make learning tables and number bonds challenging. We have implemented strategies to support our students with accessing their tables, even if they cannot remember all of their tables. In addition we make provision for dyslexic students who also have dyscalculia by providing them with remedial work to improve their understanding of Maths.

Our pupils are taught in small classes by specialist teachers. We liaise with speech and language therapists and occupational therapists to make the curriculum as accessible to our students. We follow the National Curriculum to guide us in our planning for teaching.

Keystage 4

We generally start our GCSE course in Year 9, where the more advanced group will develop a deeper understanding of how the skills underpin the application of a topic. Some of our students in Year 9 and even in Year 10 will continue work on their key skills until they are ready to start on the GCSE course. All students will have the opportunity to sit the GCSE exam, AQA linear specification (8300). We recognise that for a very few individuals getting a grade at GCSE level will not be possible and they will be given the opportunity to sit the AQA Entry Level exam instead.

We emphasise:

- Using and applying mathematics
- Counting and understanding number
- Knowing and using number facts
- Calculating
- Understanding shape
- Measuring
- Handling data

We aim to provide students with an individualised experience at Moon Hall College. Regular key skills tests and worksheets, provides the teachers with a tracking system which allows them to guide each student on what areas they need to develop further.

Science

Key Stage 3 – Years 7 and 8

College pupils follow the DfE/QCA scheme of work for Key Stage 3 Science using an in house course, loosely based on 'The Heinemann Science scheme'. Practical work is considered a very important component of Science and incorporated whenever possible.

A wide range of resource materials are available to enable our pupils to access the curriculum in a user friendly format. The school prides itself in supporting dyslexic pupils across the curriculum with the Science department recognising that our pupils can have particular difficulties reading the curriculum text books, identifying key information, spelling technical terms and committing information to long term memory

To assist them:

- For every unit students are issued reference glossaries of new terms
- Pupils are issued with record sheets which provide the key information for all units in Key Stage 3
- End of Unit tests are given rather than end of term tests to consolidate information learnt. The department follows a school wide approach to spelling

To assess progress an examination is held at the end of each academic year.

Key Stage 4

At Key Stage 4 from September 2016, pupils follow AQA Combined Science: Synergy GCSE course, which leads to two GCSEs. This is a three year course. It comprises of the three areas of Science; Biology, Chemistry and Physics. They are taught and examined by the Board in two separate sections:

- Life Science and The Environment, which covers Biology and some Chemistry topics
- Physical Science, which covers Physics and the other Chemistry topics.

As in Key Stage 3 student record sheets are provided for all units in Key Stage 4. At the end of every unit the pupils sit an End of Unit test to help them assess their progress and an examination at the end of year.

These areas will be examined by four, 1hr 45min examination papers (two for each of the two sections of study). The second paper in each section also examines practical aspects of the course. There is no controlled assessment work. These written examinations will take place at the end of the three year course. (Linear examinations).



History

Through the History curriculum we encourage pupils' curiosity and imagination, presenting them with the dilemmas, choices and beliefs of people in the past. It helps pupils to develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past.

Pupils find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies.

Within lessons we encourage discussion and 'acting out' and place much emphasis on the visual to support our dyslexic pupils. We have an extensive range of supporting DVDs and also make use of YouTube and BBC Bitesize and classroom clips.

Key Stage 3

In Year 7 we study the Medieval Realms which includes: the Battle of Hastings, the Normanisation of England, death in the New Forest and the murder of Thomas Becket amongst many other aspects of this period.

In Year 8 we look at the Tudors and Stuarts including Henry V11 and V111, the Reformation and the Civil War. We also study various aspects of everyday life such as the persecution of women (witchcraft) and crime and punishment.

Year 9 includes slavery, the Industrial Revolution with [Children in the factories being a main focus], the First and Second World Wars and the Holocaust. We also take a day to visit the Battlefields in France to enable the students to experience some of the conditions that the soldiers had to face.

Key Stage 4 – GCSE

At GCSE we study: Germany, South Africa and the USA which provides a diverse overview of the different nations political and cultural beliefs. We also have the opportunity to visit other countries, for example, Belgium to visit the battlefields and Berlin as part of our Germany GCSE syllabus.

Due to the recent changes in Government requirements for History, the specification and syllabus will change in September 2016 with subjects to be studied at GCSE changing to:

- Crime and Punishment 500 – 2000
- The Elizabethan Age 1558 – 1603
- The Transition of Germany 1929 – 39
- The Development of the USA 1929 – 2000

We do realise that History is a big ask for our dyslexic pupils due to the academic nature of the subject and the amount of reading and writing that is required. However, we do not see this as a barrier and support them by constant reinforcement of the skills needed to obtain a good GCSE and plenty of exam revision and practice. The success of our methods was seen with outstanding success in 2015 with all students achieving an A grade.

Geography Key Stage 3

In Geography we look at the physical and human aspects of the world. We try to understand why they are there, how they happened and how they are changing so that we can appreciate what our futures might be like.

We look at a whole range of topics such as settlements and urban issues, natural hazards such as volcanoes, earthquakes and flooding, deserts and tropical rainforests, the countries of Italy, Japan and the developing world.

As well as using a range of traditional methods such as atlases and OS maps we also use a wide range of visual images as we study both photographs and video. By following current events in the news the relevance of Geography to everyday life is learnt.

We have the opportunity to go on field trips, for example studying how our local town centres are changing or further afield to explore areas of coastline.



Key Stage 4 – GCSE

Students studying GCSE Geography will use the AQA exam board. This currently involves 3 units of work under these headings:

- Physical Geography – 1.5 hour exam at the end of Year 11
- Human Geography – 1.5 hour exam at the end of Year 11
- Controlled Assessment – an enquiry based on fieldwork completed during Year 11

Currently the topics chosen to be studied are:

Physical: Restless Earth (volcanoes, earthquakes, tsunamis), the Living World (ecosystems), the Coastal Zone

Human: Population Change, Changing Urban Environments, Tourism

Controlled Assessment: based on an enquiry into the impacts of tourism on Brighton

The examination is currently done on a tiered basis offering foundation and higher level papers. There is relatively little extended writing required, especially in the foundation paper, which can make this well regarded academic subject accessible for dyslexic pupils. There is usually some map work, possibly using OS maps, photographic analysis, diagrams, models and basic graphs. All of these skills and techniques are started during KS3 and continually revisited in Year 10 and 11.

Art and Design

Key Stage 3

During the academic year each class at Key Stage 3 will work on three units of coursework. Each unit will focus on one of the following areas:

- Fine art drawing and painting,
- Printmaking /photography/ ICT arts based software
- Three dimensional construction/sculpture.

All students have the opportunity to explore the full range of disciplines in some depth in class and also through a small amount of homework set each term.

Within the set projects students are encouraged to experiment with materials, techniques and processes, exploring the potential of each. The development of good problem solving skills is encouraged, helping the students work with greater independence and confidence.

Sketchbooks are used for much of the research, planning and preparation stages within a project and in addition to this students complete studio work in a wide range of scales.

Key Stage 4 – GCSE

At GCSE level students have the choice of specialising in one of the following disciplines:

- Fine Art
- Photography
- Three dimensional design/ sculpture

There is also an option to follow the ‘unendorsed’ curriculum in which students choose to work in a range of materials/processes throughout the two year course.

60% of the GCSE mark is based on the coursework units covered in Years 10 and 11 and 40% of the mark is taken from the exam unit covered towards the latter stages of the course in Year 11.

During the course students will be introduced to the units (currently titled Still life and Interiors and Exteriors). For each unit they will be expected to research the work of selected artists, record their observations and ideas (through drawing, painting, photography, sculpture and/or writing) experiment with materials and processes and realise their ideas by creating a piece or series of pieces of art work. Marks are awarded for the quality and depth of; research, experimental work, observational studies and the realisation of ideas.



Students attend either one or two field trips during the two year course. Recent field trips have included visits to; The Royal Pavilion and Art Museum- Brighton, Tate Britain – London, Tate Modern- London

Computing and BTEC Information & Creative Technology

Key Stage 3

At Key Stage 3 pupils work on units which are mapped against the new Computing Curriculum. They explore many different aspects of Computing and work is often project based, although discrete skills are also taught.

Students explore computational thinking through class activities and the use of relevant software. In particular, FlowOl is used to model real world situations and to develop algorithms to control events. Programming is taught using Scratch, and in addition students explore some text languages such as HTML and LOGO. Internet searching and internet technologies form part of the new curriculum, and we put an emphasis on finding reliable and trustworthy information as this can be particularly challenging for those with dyslexia. Students also learn about hardware and software components that make up computer systems, and gain understanding of how these communicate with one another.

Theoretical learning is embedded within creative units, and so students are still developing skills such as video editing, podcasting (audio editing) and graphic design. Several cross-curricular projects are integral in the curriculum. In particular, the risks of ICT including internet safety and the use of social networking sites are explored through PSHE as well as through Computing lessons.

Key Stage 4

At Key Stage 4, students in Year 11 are currently completing the BTEC First Award in Information and Creative Technology.

In Year 10, we have moved to the EdExcel GCSE ICT. This is a linear course; it is assessed at the end of year 11.

Students complete two units. Unit 1 'Living in a Digital World' (worth 40%) is a theory unit that covers topics such as

- digital devices
- connectivity
- operating online
- online goods and services
- online communities
- and issues relating to ICT.



Unit 2 'Using Digital Tools' (worth 60%) is a practical unit. Students use a range of digital tools and techniques to complete set tasks and produce high quality products. They also learn to reflect critically on their own and other's work, and to work responsibly.

We are keen to develop the use of assistive technologies for our students. Students have access to specialist software such as Read and Write screen reading software and Dragon NaturallySpeaking dictation software. Touch typing is timetabled for all students in Y7 and Y8 within skills lessons. A range of hardware is available for the students to use including digital cameras, graphics tablets and video cameras with tripods. The School is developing the use of a learning platform (Moodle), allowing the students to access resources and to complete work from home if required.

Design Technology

Design Technology is taught in all year groups up to Key Stage 3 and 'Resistant Materials' is offered as an option for GCSE.

Key Stage 3

This is a practical based course in which pupils undertake several design projects in a variety of materials with the complexity increasing as they develop their skill base and develop their creative thought process.

They are challenged in areas such as planning and evaluation and the presentation of their finished product. Pupils are taught drawing skills to enable them to communicate their design ideas using annotated sketches and detailed plans.

The workshop is equipped with a number of machines including band and scroll saws, pillar drills, sanding machines and a wood turning lathe. The pupils use a range of materials from timber and acrylic, through to pewter and glass. The pupils are given a practical understanding of these materials through the production of high quality, original and creative solutions to the projects set by the Department. They are taught a variety of skills including the correct and safe use of tools and machinery ensuring that they have a comprehensive understanding of Health and Safety issues.

Key Stage 4 - GCSE



In Years 10 and 11 the pupils undertake the AQA course in Resistant Materials. A series of varying design challenges are set throughout the two year course, combining theoretical understanding with practical application. This allows the pupils to develop and enhance the skills that they will need for their final examined 'design and manufacture' controlled assessment project. For this project the pupil fabricates a finished product and produces a design portfolio to accompany the piece addressing issues such as material suitability, consumer demand, structural integrity and aesthetics. Sustainability and awareness of environmental impacts are key issues that have to be considered.

Use of technology is actively encouraged with cross curricula application including Information and Creative Technology and Art. Examples of projects undertaken at GCSE include tables, storage boxes, children's toys and musical instruments.

Over the last 3 years the vast majority of students have attained a Grade A or B.

Music

Key Stage 3

Throughout Key Stage 3 music the pupils:

- Learn basic notation and composition
- Develop skills at playing percussion and keyboard
- Listen to and discuss compositions of famous composers
- Experience music from different cultures and countries
- Study and perform rock and roll, modern pop music and jazz
- Learn about the orchestra having the opportunity to enjoy performing together in practical tasks.
- Understand how music is used in the media, with a chance to create digital compositions using the computer programme 'audacity.'

All students are given the opportunity to be involved in an annual production; either as performers or helping with lighting, sound, programme design or backstage. Our music sound system gives students the opportunity to learn how to perform using microphones, and how to use the sound desk during performances. Previous productions have included Bussy Malone, The Little Shop of Horrors and West Side Story. Individual tuition in violin, piano and drums are available.



Key Stage 4

Year 10 and 11 have the opportunity to participate in the school productions as an extracurricular activity as currently we do not offer Music as a GCSE option, although running the sound desk and creating sound tracks can be taken as part of the Drama GCSE.

Drama

Key Stage 3

Drama at Key Stage 3 concentrates on developing student's confidence, communication skills and self-esteem through a cross curricular programme with strong links to English, PSHE, Science and History. For example students will study the events of the 2nd World War, Homelessness, The Digestive System and The Origins of the Fairy-tale, amongst others, throughout their time in KS3. At the same time they will learn about the language of Drama and be encouraged to think about their ability to work in a team, listen to others and cooperate. They will have the opportunity to think about the practical and technical skills required in the theatre such as lighting, sound, costume and set design with practical projects interwoven into their studies.



Key Stage 4 – GCSE

At GCSE students take what they have learnt and apply it to coursework, performance and their final written examination. They will have to respond to a range of stimulus material and be explicit about how they develop their drama in the way they do by producing a portfolio. In the final written exam they will draw on their knowledge of how text is translated to stage, their understanding of key theatrical practitioners and will have the opportunity to write from the perspective of a director, actor or designer.

They will also have to think about the role of lighting, sound effects, costume and make up within a performance and evaluate their own performances and those of others. GCSE drama coursework makes up 60% of the total GCSE mark, culminating in a final written examination worth 40%.

In previous years, Years 10 and 11, our two senior years, visited New York for a long weekend which included going to a Broadway show, going back stage and having some lessons at a theatre school. We make regular trips to the theatre both at KS3 and KS4 having recently seen The 39 Steps, The Play That Goes Wrong, War Horse and Matilda. In addition we put on an annual production in the Spring term.

PSHE (Personal, Social and Health Education)

Key Stage 3

At Moon Hall College there is a strong focus on the development of pupils' social and emotional skills throughout the school, and specific social and emotional skills are taught during PSHE lessons. In addition to this, pupils explore age-appropriate issues including:

- sex and relationships,
- drugs and alcohol,
- financial capability
- Economic wellbeing.

Pupils are encouraged to examine their own and other people's personal values; increase their understanding of cultural diversity; analyse risks and influences that they encounter; and explore the consequences of choices that people make in their lives.

Overarching all of this are the discussions and role play to develop self-esteem, resilience and assertiveness.

The school has welcomed guest speakers from Banks, Health agencies, the police, the fire brigade and the Royal Lifeboat Institution in the pursuit of bringing the lessons to life and reinforcing the material in a multi-sensory way.

Key Stage 4

At Key Stage 4, with the college applications looming, the students focus on their next move. In the autumn of Year 11 a personal coaching company visits the school to conduct training for interviews. It is so daunting to face a real interview for the first time and this experience has proved invaluable in getting the students to talk about themselves in a formal setting.

In addition, the pupils explore these issues:

- parliament and government of the UK
- the justice system, the law courts and the police
- human rights across the world
- harmful substances including drugs and alcohol
- sex and relationships
- economic wellbeing
- financial capability

Throughout the school there is now a cross-curricular programme, centred in PSHE, giving guidance about social media, and how to keep safe while using all the different outlets. Keeping pace with the latest laws and in close contact with the ICT department, the programme makes sure we have the most up to date information and advice.

Business Studies

Key stage 4

Business Studies is taken as a GCSE subject, starting the two year OCR Examination course in Year 10, and ending with a Controlled Assessment [25%] and two exams in Year 11 [50% and 25%].

Undertaking this subject enables pupils to engage in the study of business and to develop as thinkers with inquiring minds and problem solving skills. It is a discipline that encourages an interest in current affairs and to appreciate the perspectives of different stakeholders.

The course enables students to:

- Examine what motivates people to go to work, both monetary and non-monetary.
- Examine the different ways workers can be paid
- Study advertising, marketing and the fast-changing ideas in e-commerce giving them a sound understanding of business.
- Become aware of business organisations and terminology, how products are made and the bottom-line importance of finance.
- Cover basic business law including health and safety and discrimination
- Look at the workings of the British economy, interest rates and trade cycles
- Look at current business ethics and moral dilemmas such as child labour and fair trade

A key component of the course is the review of case studies providing a vehicle for analysis and evaluation of individual scenarios. This trains the students to look at a balanced argument and to draw logical conclusions.

To reinforce the business concepts that have been studied visits are undertaken to successful organisations which gives our pupils firsthand experience of the commercial world.

There is extensive use of IT in the course which draws on cross curricular knowledge from spreadsheets, interpretation of charts and graphs, and targeted internet research. Solid mathematical ability is essential to achieve a good grade in Business Studies. The maths is not difficult as the figures tend to work out to round figures; it is more the application and manipulation of the numbers.

This OCR course is not due to change in make-up until the start of 2017.

Religious Education

Religious Education is taught at Moon Hall College in Years 7-10. Over these three years pupils are given an introduction to the six main religions of the world. Christian in ethos, the school aims to shed light on the religious ideas and rituals of the main faiths; acceptance of the beliefs of others in the world is central to teaching.

The study of this subject highlights the common themes running through the religions as well as the differences. In Year 10 the course includes the study of contemporary moral issues such as abortion and euthanasia.

Key Stage 3

The six main religions of the world (Buddhism, Christianity, Judaism, Islam, Sikhism and Hinduism) are studied with emphasis on these main themes:

- Origins of the religion, including the founder
- The main forms of worship and the specific place of worship
- The key beliefs of the religion
- The individual practices and the origins of those ideas
- The foods they eat and the reasons for the food rules
- Symbols of the religion

Key Stage 4

At Key Stage 4 there is still inclusion of the main religions in the world but we also focus on controversial matters of ethics such as:

- Sanctity of life (abortion, euthanasia, embryonic research)
- War and conflict in a religious context

- Helping the poor and the religious angle on charity
- Marriage, divorce and family life in a changing world

In support of the curriculum for Religious Education, school assemblies focus on current affairs and bringing awareness in a humanitarian context to what is happening in the world today. To this end, visitors are often invited in to the school during assembly time to add depth to the curriculum and bring the teaching to life.

Religious Education is not a current GCSE option at Moon Hall College.

Sport

We have a packed fixture list for all ages and compete against schools in the local area. We also compete in regional and national competitions and tournaments.

We provide a range of sporting activities. Our main competitive sports are football, hockey, netball, rounders and cricket. Within PE lessons students participate in sports including cross country, basketball, badminton, volleyball and athletics. Swimming is undertaken throughout the year at a local pool. After school sports clubs provide further provision for the main sports like badminton, basketball, netball, tennis, taekwondo, golf, rock climbing, golf, chess, football, cricket and water sports.

We celebrate individual sporting achievements in and out of school and encourage our students to excel in a wide range of activities. For example:

- In a recent cross country ISA running competition involving 175 children from schools across the South East, four of the school team finished in the top 10 including the first girl, who then came twelfth when competing in the Nationals.
- One of our pupils returned recently from a cricket tour of South Africa with an England team that played in a Tri-Nations tournament – a wonderful experience.
- One of our pupils competed at national level in gymnastics.
- Many of our hockey players go on to represent East Grinstead who are ranked as one of the top clubs in the country
- One of our pupils has come 3rd in the under 17 boys category in the 2014 Junior Waterski Championship held in Peru



BTEC Sport:

At Key Stage 4, students complete the BTEC First Award in Sport. This course is equivalent to a GCSE, and the students do well with its practical, coursework based units. They can demonstrate their abilities in chosen sports. One unit is examined and this is done via an online test. Units currently offered include Practical Sport, Training for Personal Fitness, Leading a Sports Activity and the core examined unit on Exercise and Fitness.

Duke of Edinburgh Award

The Duke of Edinburgh's Award is a voluntary, non-competitive programme of activities for everyone aged 14-24. Participation in their DofE gives young people the opportunity to experience new activities or develop existing skills. There are three progressive levels of programme, which when successfully completed lead to a Bronze, Silver or Gold Award. Young people create their own DofE programme by choosing a volunteering, physical and skills activity, undertaking an expedition and additionally for their Gold, taking part in a residential activity. On successful completion of each level of DofE, each participant will be presented with a badge and certificate.

Moon Hall College is a recognised Centre and at present runs the award scheme for students who register for the Bronze Award.

The Duke of Edinburgh Award has been a British institution for over 65 years now and during that time has become a highly sought after Award which is widely recognised by British employers and Universities alike. The reason why both employers and Universities have such high regard for the Award are the skills it instils in young people and the level of commitment it demands.

The skills students develop while undertaking the Award are:

- Self-belief
- Self-confidence
- A sense of identity
- Independence of thought and action
- A sense of responsibility
- An awareness of their potential
- New talents and responsibilities
-

The Award achieves this by providing a balanced, non-competitive programme which is voluntary and available to all.

All Year 10 pupils have the opportunity to start on the program during the Spring Term. Expeditions take place in the Summer Term of Year 10 and Autumn Term Year 11.



LAMDA

Moon Hall recognises the importance of speech and drama for all our students irrespective if they display an interest in, or an aptitude for, performance or literature. Within the school curriculum, the LAMDA [London Academy of Music, Drama and the Arts] external programme for speech and drama is delivered in small groups from Year 7 to 9 and supports the English curriculum speaking and listening requirements.

Many of our students arrive suffering from low self-confidence. Some have been held back and are embarrassed by their poor speech; others have never been in a positive environment alongside peers where they have felt comfortable enough to make their voice heard. For our dyslexic pupils, many who do not see themselves as having the potential to perform or deliver a speech, either individually or as part of a group, speech and drama classes can provide life-long benefits allowing them to explore and further their own talents and potential. More crucially it allows them to develop their communication skills which raises their self-esteem, allowing them to find their own voice to articulate their ideas and feelings. This ability to converse with confidence, whether it is with their peers or with adults, is crucial in our competitive and challenging world.

Moon Hall is a private examination centre for LAMDA and all students have the opportunity to sit a wide range of communication and performance exams. The exams are undertaken during the summer term and students are awarded accredited certification for UCAS [University and Colleges Administration Services] points.

The website for the London Academy of Music Drama and the Arts states that:

'Our examinations are about achievement and empowerment. Anyone can take a LAMDA exam, regardless of age, ability, ambition or experience. Our ultimate aim is to provide every individual with the opportunity to develop the life skills they need to be a success, wherever their future takes them

Policies

The safeguarding and welfare of our pupils is of paramount importance and we have clear policies in place to help us ensure standards are maintained. Please contact our School Office on 01306 611372 if you would like to obtain a copy of one or more of the following policies or procedures:

- Admissions Policy
- Anti-bullying Policy and Code
- Behaviour Management Policy
- Curriculum Policy
- Complaints Procedure
- Educational Visits Policy
- English as an Additional Language (EAL) Policy
- Exclusions Policy
- Fire Safety (policy and procedures)
- First Aid (policy and procedures)
- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy

Complaints

The School has long prided itself on the quality of the teaching and pastoral care provided to its pupils. The School's aims are concerned with meeting the needs of the pupils, parents and other stakeholders. Constant communication and feedback are crucial in monitoring standards and improving provision. Those who have concerns or complaints should feel these can be voiced and that they will be taken seriously. There is a difference between a concern and a complaint: concerns may be aired less formally, and the process of discussion may resolve the issue. A complaint is an expression of dissatisfaction that requires a response from the school - either to explain its position or to put right what may be wrong.

We will seek to resolve complaints by informal means wherever possible. A complaint is likely to arise when there are issues of physical or emotional well-being and security at stake, or when the school's stated aims or values are being ignored. A breach of the law will always constitute a complaint. If parents do have a complaint, they can expect it to be treated by the School in accordance with this procedure. Investigations will be thorough, fair and completed in a reasonable time-frame. The complainant may not be entitled to all information regarding the investigation, but will be kept informed of the process and of the decisions reached.

Informal resolution of complaints and concerns notwithstanding, the following should be noted:

- Pupils and staff are not penalised for making a complaint in good faith. The school welcomes and is open to feedback on the services that it provides.
- Complaints will be resolved either to the complainant's satisfaction, or with an otherwise appropriate outcome which balances the rights and duties of pupils.

Our Complaints Procedure provides for formal complaints if it is not possible to resolve the matter informally. A copy of our Complaints Procedure can be downloaded from our website or obtained from the School Office.

No complaints went through the formal procedure last year.

Staff

We have an excellent cohort of teaching staff both full and part time. As CReSTeD observed in their inspection, we have a high proportion of dyslexia trained teachers. A list of our current staff is shown at the end of this Prospectus.

Governors

Moon Hall College and Burys Court is owned by Moon Hall Schools Educational Trust (a company limited by guarantee and a registered charity). The Governors are the directors of the company and the charity trustees. A list of them is included on the last page. Governors can be contacted through the school office and the Chairman can also be contacted by phone (07515 863042), letter marked private and confidential and addressed to the school or by email to; chairman@moonhallcollege.co.uk

Fees and other charges for the Academic Year 2016-17

Per Term	Basic Fee	Full Dyslexia Support See note *1
Years 3 & 4	£5,055	£6, 495
Years 5 & 6	£5, 490	£6, 545
Years 7-8	£6, 240	£6, 825
Year 9	£6, 545	£6, 825
Years 10-11	£6, 595	£6, 825

Notes

*1 Full Dyslexia Support applies where our assessment is that a higher level of overall support is needed. There is a presumption that this will be applicable in the cases of children who require additional 1 to 1 support, therapy or counselling, or who are subject to Local Authority EHC Plans.

Late payment fees are payable for late payment. These are payable at 2% per month or part month on the balance outstanding three days after the beginning of term. Late payment invoices will be issued monthly.

Local Authority Fees In respect of children with funded statements by an LEA, the difference, if any, between the LA funding and the stated fee including extras will be payable by the parents.

Processing Fee

A non-refundable fee of £50 is payable on first application to the school.

Registration

A non-refundable registration fee of £75 is payable on registration.

Deposit

A deposit of £350 is payable on acceptance of a place in the junior school.

A deposit of £650 is payable on acceptance of a place in the senior school.

Parents of pupils transferring from the junior school to the senior school will be asked for the further deposit of £300.

The deposit is refundable after the last term subject to payment of all outstanding accounts.

Screening Fee

If required on the taster day an assessment by a Speech and Language therapist will be charged at £150. If a more detailed assessment is required the fee of £150 will be offset against that cost.

Annual assessments or reports. Annual assessments or reports carried out for Local Authorities or on other occasions will be charged at £250 per assessment.

Specialist advice From time to time we are requested to provide specialist advice, for example in support of applications for funding by a Local Authority or appeals. We are happy to give general advice without charge and to complete the standard Local Authority questionnaires but if our specialist expertise is sought in order to support the advocacy of such an application or appeal, a separate charge will be made at the rate of £75 per hour per person and will only be undertaken if we believe the application is justified and we have the resources available to do so. If we agree to undertake the work, we will make an assessment of probable time involved and will need a payment in advance to cover that before we start plus further payments if more time than expected is required. We may have to engage additional staff to provide this service.

School Minibus

At present we can offer (subject to availability), a minibus service in the morning and afternoon from locations in the south west including Dorking and Reigate, Esher, New Malden, Purley, Rudgwick and Horsham. We have plans to start a service from Crawley in September. Please contact our Transport Manager, Mr Reg Bates, for the latest information on routes, timetables and fees.

NON OPTIONAL EXTRAS

Accident insurance This item is now included in the overall tuition fee.

Design Technology There is a standing charge of £30 per term to cover materials. In more advanced classes there may be a higher charge depending on the project to be worked on.

Dance Moon Hall School pupils have Dance in their curriculum provided by Italia Conti. There is a standing charge of £30 per term to cover this.

Exams GCSE/BTEC exam fees and related fees are charged as an extra.

Music Years 4 to 6 learn the violin through those years. There is a charge of £35 per term to cover the use of the instrument provided by the school. Additional music lessons can be arranged with our peripatetic music teachers (piano, violin, drums)

Swimming Years 3 - 7 pupils are taken for swimming to a local pool and there is an extra charge for the swimming based on the fee we are able to negotiate with the managers of the pool; this is currently £30 per pupil per term.

OPTIONAL EXTRAS

Additional educational support

One to one support It is the school's policy to provide as much support as it can within class in order to avoid pupils being withdrawn from class and consequently missing important lessons. Where additional one to one support is still necessary it will replace less important lessons or other time will be found. In the junior school, the full dyslexia support fee will cover the cost of one session per week. Other sessions are charged at £350 per weekly session per term.

Speech and Language and Occupational Therapy The school has a visiting Speech & Language Therapist and a visiting Occupational Therapist. Their charges for assessments and for programmes of therapy will depend on the purpose of the assessment and the extent of any therapy proposed. For more information about these fees please contact our Bursar.

Counselling A trained counsellor visits the school regularly by appointment. Arrangements are made directly between the parents concerned and the counsellor on the counsellor's terms.

Clubs A range of clubs is available after school up to 5:30 or 6:00 pm. The usual charge is £60 per term per club but in some cases the charge is higher to cover the hire of external facilities. Some clubs, such as Italia Conti or Drumming are provided by outside providers on their terms.

Sport Depending on demand and the timetable, pupils may have the choice of sports other than the standard ones, which may last an extended afternoon. For example, if golf is chosen there will be an extra charge to cover the fee paid to the golf club or instructor; similarly if a sport such as kayaking, sailing or wind surfing is chosen.

Class outings Any admission fee and travelling expenses are charged as an extra for outings that are part of the curriculum studies. Parents are advised of the proposed outing and cost in advance.

Late Collection For pupils not attending Clubs or Matches and collected after 4.30 without prior agreement from the school there will be a charge of £10 an instance

Staff and Visiting Professionals

Founder Principal

Mrs Berry Baker, BA Hons (History), PGCE, BSc Hons (Psych), BDA Dip (HADC) SpLD, Cert. Phono-Graphix

Teaching Staff

Deputy Head (Burys Court): Mrs Rosalind Clark, BA Hons (English/Drama), PGCE, HADC Dip SpLD Cert Phono-Graphix

SENCo: Mrs Angela Claxton BA Hons (Ed Studies) Hornsby Dip SpLD, Cert. Phono-Graphix

Mrs Helen Andreadis BEd Hons, HADC OCR SpLD Certificate, Cert. Phono-Graphix, Science

Mr Hakan Besim BSc Hons (Information Systems) QTS, Head of Computing

Ms Sarah Bocking BA Hons (Ceramics), PGCE, Head of Art

Mrs Caroline Brady, Masters (English and Language Studies), BEd Hons, Head of English

Miss Ruth Bullerwell BSc Hons (Biology & Maths), Maths

Mr Simon Cattnach BTh, HADC Dip SpLD (Dyslexia), form teacher junior school

Mr J Dawes BA Hons (3D Design), PGCE, Design Technology

Mrs Donna Dyer, BA Hons (Applied Science), PGCE, PGC (Dyslexia & Literacy), Assistant SENCo

Mrs Betsie Fitzgibbons BSc Hons (Maths), Dip Ed, Maths

Ms Jacqueline Hadley BA Hons (History,) PGCE, Head of History

Mrs Daphne Honey BA Hons (Fine Art), PGCE, Art

Mrs Susan Jones LLB Hons, PGCE (Business Studies), Business Studies and English

Mrs Kirsten Kaluzynski BSc (Psychology), MSc. QTS, HADC Dip, PHSE

Mrs Susan Koike BA Hons (French, Spanish) PGCE, PGC (Dyslexia & Literacy), Ad Cert. TEFL, Cert. Phono-Graphix, form teacher junior school, junior school SENCo

Mrs Karen Martin BA, MA (Performing Arts), PGCE (English and Drama), ,OCR Dip SpLD (Dyslexia), Head of Drama, English

Ms Sian Mills BSc (Geography/Anthropology), PGCE, Head of Geography

Mrs Anita Pinnock B Ed Hons, PGCE (Special Educational Needs), English, Music

Miss Ilse Roets BSc (Maths) MEd QTS, Head of Maths

Mr Russell Dennis BA (Secondary Science Ed) QTS, Science

Mrs Michelle Scorziello BA Hons (History), Hornsby Dip SpLD, Cert. Phono-Graphix, form teacher junior school

Mrs Rosie Welton, BA Hons (Biology), PGCE (Science), Head of Science

Mrs Elanor Wexler BA Hons (Music Technology), PGCE (ICT) Head of Information Technology, Exams Officer

Teaching Assistants

Mrs Eve Squire
(HADC)

Ms Charlotte Kinloch
(Forest School Level 2)
Simona Calmi
(PGCE, Masters, Physics
Degree)

Mrs Nicola Gray
(CACHE Level 2)
Mrs Ann Loder
(OCR SpLD
(Dyslexia), Cert
Phono-Graphix)

Mrs Hilary Mills
(HADC)
Ms Eve Kowal
(Montessori Dip, BA
Early Years, OCR
Clana Special Needs)

Ms Sharon Sharp
(Cache Certificate in Child C & E)
Mrs Thelma Bates
Ms Kathryn Mackie
(BA Hons, OCR SpLD Dyslexia,
Cert. Phono-Graphix)

Sport

Mr Tom Duke BSc Hons (Sports Studies)
Head of Sport

Mrs Christine Addison (Swimming), Ms Jane Edwards, BA Hons (Sports
Studies), PGCE, (Games & PE)

Therapists

Speech and Language Therapists: Miss Becky Clark; Ms Mary Jennings, Ms Tracey Yates-Kneen
Occupational Therapists: Mrs Joanne Moore, Ms Hannah Aiken Counsellor: Mrs Gaynor Sbuttoni

Peripatetic Music and Dance

Mrs Janine Eaton Ms Kate Aiken (LAMDA) MR Craig Barham-Plummer

Administration

Bursar: Ms Marilyn Hunter FCA

Mrs Tina Howland (PA to the Head) Ms Bethan Leyshon (Receptionist)

Mrs Ann Loder (OCR SpLD (Dyslexia), Cert Phono-Graphix, (Outreach Marketing)

Ms Kathryn Mackie BA Hons, Dip LA, OCR SpLD (Dyslexia), Cert. Phono-Graphix (Marketing and Development Manager)

Mrs Nicola Mulligan (Admissions & Communications Secretary)

Mrs Kerry Proudfoot Baker (Bursar's Assistant)

Mr Tim Stannard (ICT Technician) **Catering and Housekeeping**

Mr Daniel Baker (Chef and Food Technology teacher) Ms Charlotte Brookes (Kitchen Assistant)

Mrs Lorraine Atkins, Mrs Teresa Fowke (Housekeeping)

Premises and Grounds

Premises & Transport Manager: Mr Reg Bates

Mr Brian Golding; Mr Tony Moore; Mr Anthony Horne; (Estate Maintenance)

Mr David Hanlon; Mr Peter Nobes Mr David Martin (Minibuses), Mr Nathan Windle (Grounds)



MOON HALL SCHOOLS EDUCATIONAL TRUST
ex tenebris ad lucem

Founding Principal of Moon Hall Schools Educational Trust

Mrs Berry Baker, BA Hons (History), PGCE, BSc Hons (Psych), BDA Dip (HADC) SpLD, Cert. Phono-Graphix

Governors

Mr David Baker LLB (Chairman)
Mr Bill Brown Med, Cert Ed, Dip Sp Ed
Mrs Carol Everingham Dip RCSLT, MRCSLT, HCPC, OCR Cert SpLD
Dr Bruce Dean BSc DIC PhD CEng
Mr Michael Fanya MA, BA, PGCE
Mr Alex Gear Bed
Mr Tim Loder ARLA
Mrs Jo Roche BSc

Enquiries:

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Moon Hall Schools Educational Trust (a company limited by guarantee)
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Registered Office: Moon Hall College, Burys Court, Flanchford Road, Leigh, Reigate, RH2 8RE

