



Assessor's Evaluation for the IQM Flagship Project



School Muntham House School
Barns Green
Horsham
West Sussex
RH13 0NJ

Head/Principal Mr Harry Anderson

IQM Lead Mr Andy Barnes

Date of Review 11th February 2026

Assessor Ms Nicole Godetz

IQM Cluster Programme

Cluster Group Cosmos Learning

Ambassador Ms Fiona Robinson

Next Meeting TBC

Cluster Attendance

Term	Date	Attendance
Autumn 2023	7 th November 2023	No
Spring 2024	27 th February 2024	Yes
Summer 2024	11 th June 2024	No
Autumn 2024	13 th November 2024	Yes
Spring 2025	4 th March 2025	Yes
Summer 2025	10 th June 2025	Yes



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The Impact of the Cluster Group

The school said that attendance at Cluster Groups allows for sharing of ideas and discussion of practice. Muntham House School has been inspired by one cluster meeting where the school had a big site and they were really impressed by the great use the school had made of the space; help centres everywhere, all led by Learning Support assistants to meet needs of their pupils and to offer additional provision. Cluster attendance allows relationships with inclusive mainstream Schools to be fostered.

Evidence

Met with:

- Headteacher
- Deputy Headteacher
- Assistant Headteachers
- Lead for Inclusive careers and work experience
- Head of Therapy
- Head of PE
- Student council

Additional Activities

- Previous IQM documentation
- Ofsted reports
- Websites
- Extensive learning walks and incidental conversations with staff and pupils



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Evaluation of Annual Progress towards the Flagship Project

The overall project title is, Therapy Hubs, and Muntham House School (MHS) is continuing its journey to providing inclusive therapeutic support to local primary and secondary schools. Therapy Hubs was set up in 2021 following the COVID-19 pandemic. There had been a considerable spike in mental health issues and concerns across the country, particularly in West Sussex, where there had, unfortunately, been a number of suicides among pupils attending mainstream schools. The impact that this had on their friends and the school communities was worrying. MHS considered what part they could play in supporting their local community. They were aware of the excellent resources they had and the positive impact they were having with their pupils and wanted to play their role in using these through outreach. MHS is committed to working with mainstream education to support their inclusive practices and hence enable as many pupils as possible achieve their potential and be able to take up active, happy and purposeful roles in society. The MHS highly skilled and qualified Counsellors and Therapists were allocated to the Therapy Hubs programme for one day per week, at no cost to local mainstream schools.

Target 1: MHS Will continue to offer outreach every Friday to the Link secondary schools.

Secondary pupils receive support on a weekly basis for a period of either 6 weeks or 12 weeks. In true MHS branding, if this does not fit the individual, it is tailored. For example, one pupil has been receiving support for a year, because that is what was needed. Many pupils who access this service are at risk of permanent exclusion, as their mainstream schools cannot meet their mental health needs. Students who access this outreach project are the most challenging, with high exclusion risk.

Impact of the Therapy Hub input is evaluated using the GAD-7 questionnaire which measures 'feelings of anxiety and pupil wellbeing', assessing and identifying any improvements which may have taken place. Parents and carers' questionnaire results were both 100% positive about the Therapy Hubs support programme, with reporting of feeling supported themselves, and with improvements to home life.

In the beginning years of the Therapy Hubs project, schools transported their pupils to MHS. However, this was changed to families being asked to bring their children to attend. This has meant that the Therapy Hub Team can support families and also involve the families in assessing their son's progress, needs and development.

Impact assessments over the 5 years of operation have shown reductions in anxiety levels, exclusions and CAMHS referrals, increases in school attendance, attainment and pupils' self-esteem and positive impacts on parental support and inclusive practice between schools. Reported statistics for Impact assessments of the MHS outreach programme on students who attended show:



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- 99% displayed a reduction in anxiety.
- 99% maintained their place in education.
- 100% reduction in CAMHS referrals for therapeutic support.
- 100% improvement of School attendance
- 100% Improved GCSE performance among Year 11 students

Pupil feedback includes positive comments such as:

'I love coming here, it's the only time I have to sit down and have time to talk.'

'This is the only space where I can be me and not worry about everyone else.'

'There are two people in my life that are safe and stable, and you are one of them.'

Feedback from parents and carers involved in the project include positive comments such as:

'The staff here fully understand my child and the way that they communicate'

'Our son has not been able to attend school all week because he is so anxious, but he came here today because talking to you helps.'

'I am finally getting to the point where I don't worry about my son hurting himself.'

Next steps

- Maintain the high standards of Therapy Hubs with local secondary schools.
- Quantify reporting of positive impacts of the Therapy Hubs project e.g. attendance, attainment, fixed term exclusions etc, before and after project input.



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Target 2: The primary schools outreach offer will be extended to four different schools next academic year.

Access to the Therapy Hub project for primary age pupils is by attending one of the whole-day experiences, with staff from their own School.

MHS offers 4 days of full immersion in therapy support exemplification for 4 different primary schools each year. These days take place on MHS INSET days when their own pupils are not at school themselves. A primary School attends with its own staff and some selected pupils and, for a whole day, they experience a range of therapeutic activities. This day will include Lego therapy, Sensory regulation, Canine therapy, Forest School and Play therapy. Staff from the mainstream schools develop their knowledge, understanding and expertise so that they can take back some strategies into their mainstream schools to use with their pupils and broaden their own, inclusive and therapy-based approaches.

Impact analysis of the Primary Outreach offer shows that 100% of Primary Schools that attended, reported:

- Having better inclusive practice in place in their own school post MHS experience attendance.
- Improved understanding about resources for SEND pupils.
- 100% of their pupils saying they had, and demonstrating, an improvement in self-esteem & well-being.

Next Steps

- Maintain the Therapy Hubs Project with local Primary Schools
- Introduce and help new schools to become involved.
- Devise objective impact assessment data (e.g. practices in practice as a direct result of the visit, case studies)

Target 3: The headteacher will share this model of inclusive practise with Ofsted, the Department for Education and at national conferences.

MHS are adamant that The Therapy Hubs model is transferable and can be adapted to suit any, particular school, and is very keen to play its role in creating a national network. It recognises that it may be difficult to encourage other suitable Special Schools to agree to open their doors and offer therapy and is liaising and speaking with the DfE to engage them in supporting and mobilising such a project; even identifying an attractive OfSTED grading criteria to entice Schools!

MHS is part of a national network of Special Schools supported through NASS (National Association of Non-Maintained and Independent Schools), IQM (Inclusion Quality Mark) and, Engage In Their Future. They have strong partnerships with several effective Special Schools in the South of England. They have a clarity of vision of effective Special Schools acting as Therapy Hubs and feel that “ It is not a lot to ask suitable schools to



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take on” and that “the impact of the project is life changing and would have a far reaching positive ripple effect” They see this as a cost-effective way to run Hubs from schools already established, rather than building and creating new hubs and therapy centres in the future. They are campaigning for help and support from the government and DfE to mirror their Therapy Hubs model across the country and encourage other schools to participate.

They have shared this model at the NASS conference and over 300 SEND Schools, met and have the support of their local MP and presented their views at Westminster.

Next Steps

- Campaign with regional and national authorities to support this model, especially in light of announcement on 11th February (day of the assessment!) from government that every secondary School will be expected to have an Inclusion Hub.
- Collate objective statistics on money saved to society by the effective addressing and supporting of SEND in Schools for society e.g. life chances info, health unemployment, incarceration etc, to support case for support and investment.

Agreed Actions for the Next Steps in the Flagship Project

The school will maintain the high standards of Therapy Hubs with local secondary schools. With this project they will continue to support individuals and their families, dramatically reducing waiting times and in fact, the need for referrals at all to Statutory services.

Muntham House will continue to offer the Therapy Hubs Project to local Primary Schools. There is a great appetite for help from schools and MHS are planning on Introducing their help for new schools to become involved.

The real challenge now is to cascade his model throughout the county and country. MHS will present and promote the model whenever they have the opportunity, to encourage other schools to use this model. They will continue to petition and present to Westminster, using their relationship and support of their local Member of Parliament. Their MP has already shown great involvement and encouragement. Campaigning with regional and national authorities to support this model is a key focus. On the day of the assessment the Secretary of State for Education announced, that the government were making plans and ambitions for every secondary school to have an Inclusion Hub. MHS can show legacy and success with supporting this model. They are enormously committed to sharing their expertise and helping schools to develop more effective and impacting inclusive practices. They have already presented at national conferences and spoken at Westminster. They need to sustain and enhance their model and they offer of capacity to spread and embed.

To support them in the cascading of inclusive strategies and practices, will need to enhance their use of objective data to support the compelling Therapy Hubs Programme case. They do already have some evidence both quantitative and qualitative, and they can build upon this. They should quantify the reporting of positive impacts of the



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Therapy Hubs project e.g. attendance, attainment, fixed term exclusions etc, before and after project input. So, they already have:

Reported statistics for Impact assessments of the MHS outreach programme on students who attended show:

- 99% displayed a reduction in anxiety.
- 99% maintained their place in education.
- 100% reduction in CAMHS referrals for therapeutic support.
- 100% improvement of School attendance
- 100% Improved GCSE performance among year 11 students

It would be helpful to report each year's statistics like they do for the Year 13 leavers. Currently, the above statistics are given for the last 5 years as an aggregate. If these statistics could be reported on each year and then related to research statistics on how attendance, exclusion and educational performance, for example, negatively impact on employment, non-incarceration and life expectancy, this, the assessor believes, would help them to strengthen their model promotion, as the evidence would do much of the talking!

Their exit information is extremely powerful and reported on yearly. This could be further improved on by keeping the anecdotal evidence on how their alumni progress, say 2 and 5 years after leaving. This would again help demonstrate the amazing impact MHS has on its boys.

Overview

MHS currently has a provision for day pupils aged 5-18 and for boarders aged 8-19. MHS says that its purpose is to be a "safe, caring and happy environment dedicated to supporting the individual needs of pupils," and that they "work to achieve effective change in learning and behaviour, so that our pupils are successful and move forward into society as well-rounded young adults." Pupil intake is of primarily an autistic diagnosis, but many have multiple diagnosis. Their pupils are children who already did, or would, struggle to manage a placement in a mainstream setting.

The school says that its child-centred approach ensures a safe, caring and happy environment and promotes the physical and emotional wellbeing for all pupils within its care. They state that their highly trained, emotionally available adults act as positive role models ensuring the highest levels of safety cues and purposeful engagement, and that this enables pupils to flourish and maximise the wide range of opportunities available to them in both the residential and education settings.

MHS Examination Results for 2025 were exceptional; the Year 11 group achieved and maintained a 100% rate for every examination taken. Pupils did not just pass but achieved impressive grades; grades 5, 6, and 7s in certain subjects. 50% of pupils achieved a grade 4 or above in Maths or English, 65% of pupils achieved a grade 4 or above in GCSE Science, which surpassed the 6.9% national average for pupils with EHCPs in 2022/23. In the practical subjects, pupils achieved merits and distinctions



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which are equivalent to A-level passes and provide pupils with the UCAS points needed for university in the future.

For the last three years MHS has had a 0% NEET rate post-16 and proudly share alumni information that clearly demonstrates that their successes with their pupils are not short lived but embedded into positive life chances and paths.

These objective achievements MHS, say, demonstrate how well pupils applied themselves at school and proves that, with hard work and wonderful teachers, just about anything is possible. The Assessor agrees that this level of achievement and NEET data proves this very nicely.

What the Assessor experienced on the review day was a school staff who absolutely understood what their young people needed. The MHS staff *are* highly skilled, trained and motivated. They truly understand that their pupils may have experienced multiple childhood adverse experiences (ACES) and had multiple disruptions to their education, leaving a lasting and negative impact. They know that the impact of these experiences may lead children and young people to not trust adults and find the school environment triggering and scary, so that they reject it. MHS has achieved Trauma Informed School (TIS) status, which means that their entire community has made a commitment to a way of working that looks for Connection, Atonement and Healing, allowing pupils to re-engage with education and find the things that bring them joy and motivation.

The lengths that MHS go to find that 'joy and motivation' are extensive. The curriculum has many pathways and the pathway is chosen to be relevant to the needs and motivation of that child. "Children gain access to a wide range of experiences, many of which are life changing. Whether climbing the Three Peaks, sailing in 'Tall Ships' or performing in public for the first time, children are encouraged to challenge themselves. As a result, children grow in confidence and self-belief. This enhances their life chances. Children make exceptional progress in relation to their starting points and make remarkable progress in relation to their emotional and personal development." (Ofsted 2024).

Staff understand that finding the 'joy and motivation' for each child is key to helping them establish a platform for development can be used to establish and branch out in all aspects of their personality across the whole skills, knowledge and understanding needed for self-awareness, regulation, determination, application and progression.

"Staff deliver care and support that transforms the lives of the children and their families.... Staff speak proudly of the holistic approach at the heart of their practice. They keep the needs of children at the centre of their thoughts and consider how the child's experiences are shaped by the provision, their whole family and the whole community." (Ofsted 2024). Staff understand how important it is for their pupils to receive consistent, non-judgemental and authentic care; to feel secure knowing that the people around them at School will stay and help them, believe in them and work with them to help them develop into their best selves. This emanates from all staff and is testament to the stability and longevity of the staff roll.



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A multi-disciplinary therapy team contributes immensely to the quality of care that children receive. The team also provides research-based knowledge and insight. Leaders ensure that this is embedded and reflected across all areas of the provision.

Qualified, expert staff are at the heart of this exceptional offer for pupils of MHS. The recruitment process is rigorous and looks for the best qualified staff, suitably trained and intentioned applicants. The workforce is stable and expected to be, with loyalty offers at 20- and 30-year milestones! Internal development and growth runs throughout with LSAs being supported to undertake degrees and then gain QTS and master's degrees being promoted and supported. MHS has a training relationship with Chichester University and, in fact, the lecturer who was supporting the ITT is now going to come to work at MHS. They also support the Assessment Only Route for overseas teachers to gain QTS. For example, the head of therapy started as an LSA and has had lots of training investment in therapeutic qualifications; SALT and a broad range of therapies. Once you are a MHS colleague and you really embrace and understand the ethos, the school does all it can to develop and retain you for the good stability for its pupils and ethos.

In line with the understanding of stability and consistency importance, the school does not use agency staff. If a teacher is absent, LSA's will step up and teach that class for the duration.

Some of the children board during the week and the others are day students. Some children arrive at the school without having been in another setting for a while, e.g. for 2 years. Muntham House School has understood the need for consistency, but individuality of response too. They know the arguments to pick and what are incremental steps to helping their students cope with compliance. For example, one student refused to wear the school uniform. A compromise was found; school and student agreed that the school logo could be stitched upon the child's football shirt (which was almost the school's colours).

The school really understands the need to find what is going to inspire each child, knowing that if they find that carrot, they can find the space to begin working with the child on their self-regulation, their self-esteem, their competence and then they can broaden the foci to other areas that may not be so much the child's favourite.

The school has a broad range of areas to inspire and maintains a constant dialogue with its pupils to continue to broaden this offer. Currently, pupils can engage and gain qualifications in mechanics, carpentry, food technology, animal husbandry, sports, music and art, for example. There are on site donkeys, chickens, pigs, Alpine goats and a canine therapy centre. There is an immense amount of open space for running, walking, Forest school, bike rides, and, of course, donkey walking!

The Primary Department is completely surrounded by secure fencing. If a child's behaviour does escalate, they can let them have the space that they need, with staff being ready to receive pupils and support them when they have de-escalated, and ready to talk things through.

The assessor spoke with some of the School Council, students from Years 8 and 9. When the boys were asked what the best thing about their school was, immediately they all said that it was that they had been taught to read. Being unable to read was obviously a



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heartfelt and realised, enormous key barrier to the boys. They know how important being able to read is and they are all super proud that they can now read. One student shared "When I came, I didn't know how to spell. They helped me. They listen to what you say. You can always ask for help. "The boys spoke about the care and support given by all staff throughout school at all times. They struggled to quantify this, as they said it was everywhere. When asked about the best bits about School life, the boarders talked about the "floor trips;" outings they go on in the evening to, for example, bowling. They said that they can ask for trips too, like they asked for airsoft, and they got it. The assessor asked the boys that if they could make something better, what it would be.:

"How could you improve your School?"

There were no comments.

"So, no ideas?"

Then one of the students said "I don't know. We don't know what to say, 'cause it's like, perfect as it is."

What an endorsement.

What also came through in talking to the School Council, was the affirmation of the lengths MHS takes to meet individual needs. One pupil has an interest in parkour and is taken one evening a week to a parkour club. Some boys are taken to Army or Police Cadets, others to Rugby or Football, whatever they want, the school try to accommodate.

Within the school, if a qualification is something the school cannot offer, the school will try and find a college placement that does offer the specialism and is right for their student, and a member of staff will attend with the student at that placement; anything to get the boys interested, focussed and purposeful.

Pupil feedback to staff informed them that during the day they felt that they did not really have anywhere to go and just 'hang out' and develop social relationships. The staff listened to the pupils and then developed the onsite cafe. This cafe is run completely with Level 3 BTEC Food Technology students working alongside staff. The students have all the roles, financial executive, marketing executive etc and they prepare the food with the staff. Students and staff man the café, maintain the equipment, set the menus and clean up. school staff are offered free drinks to encourage them to use the café and socialise with the students there and build different relationships that happen when it's not teaching time, but it's still in school. This allows the boys to have some social time to make some decision about hanging out together. At the end of the year, the profits of the cafe are shared amongst the sixth form pupils who have put in the cafe work; It is a real incentive.

In the mechanics area, pupils work on real cars and bikes. A student was allowed to bring his own motorbike in to work on it and staff offer their cars to be used for checking etc.

At 17 years, another thing MHS does to help their young men take up active and purposeful roles in society is, they help each student to get their provisional driving licence. They then support them to achieve their theory test. The Careers Lead very proudly shared the 46% centre pass rate and comparatively added the 76% for their School. He said it was much higher because they do not enter their young people until



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they are ready. Each student has access to 20 hours of driving instruction, all paid for within the fees of the school. The school asks the boys for nothing, anything they offer them is covered within the school's budget, affordability for families is never an issue; residential trips, tournaments, travel, all comes within the offer.

Staff at MHS really understand the importance of finding something that makes that child come alive, makes that child motivated. The therapy-based approach is not just in the Therapy Hub, it spreads throughout everything the school do. All staff are highly trained. In discussion with staff, it is clear to see how they use research evidence to back up their thinking, knowing that what they're doing is working and why. They know that their young men need consistent adults who are not going to give up on them, are going to get to know them and are going to help them. They also know the arguments that are worth having. One young man had come to school in a Spider-Man costume on the Assessment Day because he was going to Comic Con that weekend. The compromise was he must put his School T-shirt on over this. Then ensued a light-hearted conversation around the importance of making sure that his Spider-Man costume fitted and was action-ready for the weekend.

For the last three years, the school has had a 0% NEET. Even figures before that were very, very low and much lower than National Statistics. The Careers Lead showed evidential information about what post-16 children gone on to do and also a large amount of legacy, alumni feedback. He shared evidence of ex-pupils getting in touch with the school, telling them what they're doing, ringing up and keeping touch and offering their services back to the school.

Sport plays a big part in MHS life. The PE lead spoke about how the curriculum is carefully planned to develop transferable skills like discipline, trust, communication, focus, teamwork, following rules and passion. They went on to explain how all of these skills can be built on within sport and transferred to other roles. Sport is seen as a serious curriculum focus and qualification. In Year 10, boys can achieve a level 1 BTEC in sport, Year 11, a level 2 and a choosing sport post-16 can lead to a level 3 award which is an A-level equivalent qualification. The PE curriculum is also used to promote inclusion and encouragement of all, not adulation of the most skilled. There are many extracurricular sporting opportunities e.g. Football, Basketball, Rugby, and Cricket Academies, for increased sporting focus, and MHS commissions key people in to coach and inspire the children, e.g. a national basketball team member.

All students get the chance to experience and learn Trampolining skills earning proficiency level certificates. One post-16 student got to level 10. After that, only a specialist trampolining provision could take them further. MHS also offers a residential sailing experience and The Assessor was shown a presentation of photographs of the students sailing, explained the skills they acquired and shown the route that they sailed. Again this is offered with no request for money from the families.

The school also offers opportunities for talented sportsmen to shine by taking part in many regional and national competitions, winning last year's national Key Stage 4 football competition. MHS are continually looking to further such opportunities for their boys to meet new people, travel to different places and experience a variety of events such as the regional and national Football competitions organised by the school for local SEN schools to participate in at no cost. This provides other SEN schools with the



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opportunity to play and stay overnight at St Georges National Football Centre in Staffordshire, which certainly creates a memorable experience for all pupils. They are now looking to establish a Key Stage 3 national tournament, getting Chelsea football involved with sponsorship, and are talking of then extending to Key Stage 2.

As well as having an excellent music curriculum for all, MHS started a Battle of the Bands competition to give a purposeful outlet to musical talent at the school. Now an increasing number of Schools partake and competition is growing fierce. One school that attended at the first competition three years ago, vowed they would win it, and last year they came back and did. The head of Music, a performer themselves, helps students to really see what they can do and achieve, setting their performance experiences in the context of a real world.

MHS understands that real life context and relevance are hugely important to help motivate their students. This is seen, again, in the effort the Career Lead takes to make sure that all work experiences are meaningful and workplace partnerships are genuine. All with partners, where the students will undertake work experience, are known to the school.

Career focus starts young, in Year 2, where visits into School starts with the police and fire brigade, for example. MHS make use of JED (Job Employment Database) in Years 8 and 9, to help students explore what sort of careers they might be interested in so that these interests can inform specialism choices for Year 10 and 11. Post-16 choices are supported by staff, but if there is a specialism that the school cannot currently offer, then an off-site provision will be researched. If found, an application is made and if successful, a member of staff will attend the placement with the MHS student.

The school support their students with travel and to become travel independent. This school is committed to their boys being able to take up active, productive roles in society and plans opportunities and support to best help them achieve this. Staff really understand that this takes careful planning, but also creativity, open mindedness and innovation. They know that it is not easy, if it were, their pupils would be successful in the mainstream offer.

What a pleasure it was to visit a SEND provision so suited to its pupils needs and understanding that they will not know exactly what that is until they get to know their pupils.

Muntham House School is an example of how education money should be spent to help our most individual pupils to be self-confident, understanding, believing, regulating and determining. This is a place of turn around, of hope and success and ministers should be listening and taking their advice and support.



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The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship Status.

Assessor: Ms Nicole Godetz

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd