



ISI Independent
Schools
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports
For Schools with Residential Provision**

The Mount School, York

November 2018



Contents

Contents		2
School's Details		3
1. Background Information		4
About the school		4
What the school seeks to do		4
About the pupils		4
2. Regulatory Compliance Inspection		5
Preface		5
Key findings		7
PART 1 – Quality of education provided		7
PART 2 – Spiritual, moral, social and cultural development of pupils		7
PART 3 – Welfare, health and safety of pupils		7
PART 4 – Suitability of staff, supply staff, and proprietors		8
PART 5 – Premises of and accommodation at schools		8
PART 6 – Provision of information		8
PART 7 – Manner in which complaints are handled		8
PART 8 – Quality of leadership in and management of schools		8
3. Educational Quality Inspection		9
Preface		9
Key findings		10
Recommendations		10
The quality of pupils' academic and other achievements		10
The quality of the pupils' personal development		13
4. Inspection Evidence		15

School's Details

School	The Mount School, York			
DfE number	816/6003			
Registered charity number	513646			
Address	Dalton Terrace York North Yorkshire YO24 4DD			
Telephone number	01904 667500			
Email address	principal@mountschoolyork.co.uk			
Principal	Adrienne Richmond			
Chair of governors	Margaret Bryan			
Age range	2 to 18			
Number of pupils on roll	207			
	Boys	20	Girls	187
	Day pupils	176	Boarders	31
	EYFS	35	Juniors	44
	Seniors	82	Sixth form	46
Inspection dates	06 to 08 November 2018			

1. Background Information

About the school

- 1.1 Founded by The Religious Society of Friends (Quakers) in 1785 in the city of York, The Mount School offers an independent education to girls aged from two to eighteen years and boys aged from two to four years. The school is governed by a school committee of thirteen members. The school caters for pupils from all backgrounds, cultures and religions.
- 1.2 The school accepts boys and girls into the nursery between the ages of two and four years. Girls join the junior school between five and eleven years. The senior school caters for day and boarding girls only between the ages of eleven and eighteen years. Boarders are accommodated in one house on-site.
- 1.3 Since the previous inspection the school has appointed a new chair of governors, principal, bursar and deputy head.

What the school seeks to do

- 1.4 Based on the Quaker Values, the school seeks to provide the freedom for pupils to flourish in a calm, caring and spiritual community, and to encourage them to: respect and value every individual; strive for personal excellence; think and live adventurously; and to make a positive contribution to an ever-changing world.

About the pupils

- 1.5 Most pupils come from White British professional or business families within a 25-mile radius of the school. Boarders mostly originate from overseas. Nationally standardised tests indicate the ability of pupils in the junior and senior schools is above average, and that the ability of sixth-form pupils is broadly average. No pupil in the school has an education, health and care plan or a statement of special educational needs. The school has identified 27 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia and attention deficit disorder, 22 of whom receive additional specialist help. English is an additional language (EAL) for 36 pupils, 16 of whose needs are supported by specialist teaching. The school identifies those who are more able within its provision for all pupils according to need, in line with Quaker teaching on equality.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2017, performance has been above the national average for maintained schools. Results in IGCSE examinations have been higher than worldwide norms.
- 2.4 In the sixth form, A-level results in the years 2015 to 2017 have been above the national average for sixth formers in maintained schools.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised.
- 2.13 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.17 **The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

PART 7 – Manner in which complaints are handled

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 **The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 **The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
College 1	Year 12
College 2	Year 13

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils achieve highly in a wide range of cultural, technical, sporting, creative and community-centred pursuits.
 - Pupils of all ages, needs and abilities demonstrate excellent attitudes to learning.
 - Pupils demonstrate very good levels of knowledge, skills and understanding across all subjects.
 - Pupils are able to communicate with each other and their teachers very well. They exhibit particularly strong listening skills.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils' spiritual understanding is a particular strength. They appreciate the non-material aspects of life at extremely high levels.
 - Pupils show high ability in their decision-making skills.
 - Pupils display excellent social skills and awareness of others. They support and encourage each other, creating particularly open and friendly relationships.
 - Pupils exhibit a strong sense of consideration for personal safety and well-being.

Recommendations

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Facilitate pupils' skills in improving their own progress by increasing uniformity in marking across the school, so that pupils receive consistently high quality feedback.
 - Fully implement plans to enable older boarders' abilities to study independently by enhancing the provision for them to do so.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Across all ages, pupils achieve at high levels. Early Years Foundation Stage (EYFS) pupils make excellent progress from their starting points with the large majority exceeding the Early Learning Goals. The junior school does not take part in National Curriculum tests, but the available evidence from standardised tests shows that pupils' attainment in English and mathematics is above national age-related expectations. Senior school pupils achieve highly in GCSE examinations, significantly exceeding the results predicted for them in standardised tests, and those with EAL attain above worldwide average results in IGCSE examinations. Sixth-form results at A-level are above the national average for all maintained schools and sixth-form leavers are successful at entry to a wide range of universities. These levels of attainment, supported by evidence from lesson observations, work scrutiny, and pupils' responses in interviews, show that pupils make good progress over time. Pupils with SEND make excellent progress in relation to their expected levels of attainment at GCSE and A-level, and parents' comments in their responses to pre-inspection questionnaires make particular reference to the success of the school in promoting these levels of progress. Pupils' attainment and good progress is supported and enabled because school leaders use assessment data carefully, to ensure that teaching and curriculum provision is well-matched to pupils' needs and abilities. High expectations in teaching also mean that pupils strive for, and achieve high standards in their learning.

- 3.6 Pupils show strong knowledge and understanding across the range of subjects, particularly in the sixth form. This was seen, for example, in pupils' work on textiles in design technology, where pupils were able to make informed choices about which fabrics to use, based on excellent knowledge of their properties. Younger pupils used effective emerging language skills to attempt complicated spellings, and pupils applied their understanding of historical context effectively in a debate on the reasons for the English Civil War. Older pupils, including those with EAL, demonstrated a strong ability to explain the principles of differential calculus and its relevance to problem-solving and in physics, sixth-form pupils were able to apply prior knowledge of stationary waves to predict the conditions necessary for the formation of progressive wave forms. Excellent knowledge and understanding of the formation of regular past participles was reinforced and then used to identify irregular past participles in a passage, during a French lesson, by older pupils, without direct input from the teacher. This is because supportive, knowledgeable teaching and use of open questions encourages pupils' critical thinking and reasoning. Younger pupils variously demonstrated excellent understanding of pronouns and clauses, equivalent fractions and the language associated with factors and multiples.
- 3.7 Communication skills are a particular strength of pupils and are evident across many subjects and ages. The youngest pupils negotiated extremely effectively when designing their own game, discussing rules and expectations clearly; others spoke and listened to each other before deciding how to share the job of tidying up before story time. Pupils with SEND showed developing prowess in their use of vowel and consonant blends aided by teacher-led learning strategies such as 'When two vowels go walking, the first one does the talking'. Pupils develop their own ideas, enabled by careful lesson-planning which enables them to experiment with language. Excellent listening skills were also evident when pupils shared ideas on interpreting the sounds and movements of fireworks in creative dance. Older pupils, including some with SEND and many with EAL led a very successful morning meeting on the history of the white poppy movement.
- 3.8 At all ages, pupils' mathematical skills and understanding are at a high level. The youngest pupils demonstrated strong understanding of the correct terminology for two-dimensional shape; junior-age pupils were quick to show their grasp of 'near multiples' and applied this knowledge to good use in making quick estimates. In interviews, pupils stated that they feel their mathematical learning helps them to achieve in other areas such as GCSE physical education (PE) and A-level psychology, enabled by the carefully-planned curriculum. Older pupils, including those with EAL, showed an excellent understanding of the use of substitution to solve differential calculus problems. Pupils' mathematical progress is slower when teaching lacks pace or planning is insufficient to meet pupils' individual needs. Use of assessment data has led the school's leadership to identify a need for pupils to develop their mental mathematics skills which have improved as a result of strategies implemented.
- 3.9 Pupils use information and communication technology (ICT) to enhance and reinforce their learning very effectively. They make widespread use of tablet computers across the curriculum and are able to judge when accessing online information is of most help in their learning. During interviews with inspectors, pupils stated that they feel the school's approach to the use of ICT is balanced; they feel they are able to choose the most appropriate tool to help them, depending on the context of their studies. This was seen during a mathematics lesson, for example, where younger pupils selected confidently from a range of apps to practise their mental arithmetic. Older pupils are able to reinforce and revise their understanding by accessing course notes on their devices during independent study time. They also used modelling software very knowledgeably to study wave forms during an A level physics lesson. Evidence of excellent use of image-editing software was displayed in photographic artwork for an exhibition. The youngest pupils showed excellent independent ICT skills when using tablet computers to gather further ideas for Mayan mask designs in Art and junior pupils were able to program a spreadsheet to perform four rules calculations in a mathematics lesson. Junior pupils also produced excellent podcasts during a computing lesson. Pupils have accrued significant benefit from the school's leadership successfully promoting the use of ICT.

- 3.10 Pupils exhibit increasingly strong study skills as they progress through the school. Younger pupils begin to embed independent learning, supported by teaching that helps them to do so. Older pupils show particularly strong research skills. Independent projects demonstrate precise question formation and evaluative conclusions, as seen in a history lesson where older pupils displayed very effective skills in their analysis of the subjectivity and objectivity of newspaper headlines. Junior pupils made visibly rapid progress in the understanding and use of vowels when frequent mistakes prompted them to stop, think and check, before eventually selecting the right answer, all without prompting from the teacher. Scrutiny of pupils' books showed increasing personal study skills with age and pupils evidenced mature thinking about the opportunities they are afforded to improve their practical revision skills by using self-help texts. Some pupils reported, during interviews, that they do not understand how to improve their learning. Scrutiny of pupils' work showed some inconsistency in the quality of marking and feedback given to pupils, leading to less rapid progress. That marking and feedback which followed the school policy was seen to ensure more assured progress. In these cases, pupils were able to determine their 'next steps' and describe these, readily. Older pupils were able to identify their preferred learning styles and to describe the revision strategies that work best for them. They credit their attendance at a recent study skills workshop as being key to this. Some GCSE and sixth-form boarders feel that their independent study is hampered by a lack of suitable study facilities in their rooms due to a recent relocation from an adjacent house. The school is aware of this and is implementing plans to remedy the situation.
- 3.11 Pupils, including those with SEND and/or EAL achieve highly in a wide range of pursuits. For instance, inspectors observed some submitted A-level photographic and multi-media artwork of exceptional standard, which explored the theme of water and reflections in uniquely creative and thematically abstract designs. Junior pupils displayed high-quality swimming skills in the use of different strokes during a PE lesson supported by an excellent staffing ratio and coaching that set them individual targets. Older pupils are successful in regional debating and creative writing competitions. A very high proportion of pupils taking LAMDA Speech and Drama examinations, including pupils with SEND, achieve distinction; pupils spoke readily about how participation in this activity has transformed their ability to speak confidently to an audience. Older pupils' successes in pursuits such as regional and national netball, fencing, and biathlon competitions, as well as in the UK Mathematics challenge combine with such junior achievements as winning a regional scientific hovercraft challenge, and a local literary festival poetry and short story competition. Pupils have also gained a variety of scholarships to major senior schools and specialist institutions such as for dance.
- 3.12 Pupils of all ages, needs and abilities demonstrate excellent attitudes to learning. They are diligent and focused in their individual and collaborative studies. This is because a strong sense of community and social responsibility are embedded across all areas and facets of the school, in line with Quaker philosophy. Junior-age pupils worked together harmoniously and creatively during their nascent contemporary dance choreography, very young pupils pooled ideas to create a 'policeman' game during free-flow and also worked to excellent effect with partners during a gymnastics lesson. Older pupils worked together to decide the best choice of textiles for a festival garment design. Pupils lead conversations, respond well to the frequent use of open questions in teaching and are encouraged to celebrate mistakes as part of the learning journey. Pupils exhibit a sense of empowerment and are very keen to learn, supported by encouragement to achieve their best at all times.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils show excellent self-understanding. They are able to evaluate their own success very effectively and set their own goals. This is supported by the ethos of tolerance and care for others found throughout the school. Pupils' self-esteem is high. Children in the EYFS are confident in the setting and at ease with each other and their teachers. Some senior pupils interviewed by inspectors were less confident to speak, but pupils in lessons were exuberantly confident. This is supported by the very warm relationships evident between pupils and staff as well as the value placed by staff on pupils' interests and happiness.
- 3.15 Pupils show high ability in their decision making. They are able to consider options evaluatively and are unafraid to take risks in their learning. This was very evident, for example, in a senior music lesson on chord progression and in an EYFS PE lesson, where pupils showed a propensity to experiment without fear of making mistakes, supported by their teachers' encouragement and affirmation of self-belief when pupils demonstrated their emerging skills. Pupils described to inspectors that they have learned that every action has a consequence, good or bad, and that it is good to take risks as long as they are thought through beforehand. Pupils showed a clear understanding, during interviews, of the negative effects on mental health of too much screen time.
- 3.16 Pupils' spiritual understanding is a key strength. They exhibit extremely high levels of spiritual awareness, reflectivity and empathy strongly valuing the Quaker approach and ethos of equality and valuing others equally in their daily lives. Pupils of all faiths or of none are able to empathise strongly with the needs of others. Their ability to contemplate non-material aspects of life is given particular focus by their participation in silent communal meetings for worship as a whole school, which were palpably significant in their impact. Older pupils described to inspectors, during interviews, the importance of all participants, pupils and staff, sitting in a square during these meetings, emphasising the equality that this bestows and how much they value and benefit from the opportunity to sit in silence and reflect. They were able to explain that they consider happiness to be the most important precursor to world peace because global happiness would remove the need for conflict. Sixth-formers described to inspectors how much they enjoyed to attend a weekly meeting at a Quaker meeting house in York, where they may reflect with other members of the Friends in the community. Younger pupils recognised and described enthusiastically, during an assembly, the qualities that make a good friend. Pupils are ably supported in their spiritual journeys by opportunities such as these being built into the daily fabric of life in the school.
- 3.17 Pupils have a very high level of moral understanding. They understand the effect of their own and others' actions; inspectors observed excellent levels of behaviour and respect for all demonstrated by pupils, embedded throughout all school activities. Pupils identify an atmosphere of inclusivity and of excellent behaviour based on mutual respect which exists in the school. They note that the school's teachings on behaviour become more refined as pupils move through the school; younger pupils would consider simply what is right and wrong, whereas older pupils described how they are encouraged to consider the reasons behind poor behaviour and seek to address these positively. Inspection evidence supports these views. The school's restorative and equitable approach to behaviour management, implemented by an extremely caring staff, are key to promoting pupils' high standards of moral understanding.

- 3.18 Pupils display excellent social skills and awareness of others. They support and encourage each other frequently and unselfconsciously. A junior school performing arts group celebrated each other's ideas for interpreting fireworks through movement by listening intently, encouraging and applauding without being prompted or reminded. Senior school pupils recalled and used the support skills learned on a recent outdoor education residential, during a mathematics lesson. Relationships in the school are particularly open and friendly and staff lead by example. Older pupils pass on the example to younger through involvement in initiatives such as the long-standing and effective 'Nutcracker' peer mentoring programme.
- 3.19 Pupils undertake a highly effective very wide range of charitable work based on their own research into the actual needs of the locality. They are encouraged and enabled in this by carefully planned and co-ordinated initiatives such as the 'PeaceJam' programme which provides a framework through which pupils can work for positive change in themselves, their communities and the world. Pupils spoke effusively of their participation and achievements in this scheme, which has inspired and enabled them to initiate a variety of successful community projects. Pupils achieved media recognition for an initiative which raised funds for and constructed 'lifebags' containing basic essentials for refugees in Greece. This was followed by a 'learnbags' project for refugee children when older pupils observed what little they had with which to learn. A recent local endeavour initiated by older pupils collects and distributes hygiene products for homeless people in York. Pupils are supported by staff in choosing charities to support, but they also stated that they value the school coming together as a whole community, exercising democracy to elect the main charity for the year. Older pupils described their sense of satisfaction gained from volunteering in a local hospital and with an animal charity. Boarders are supported by the school in providing a venue for their termly 'Contact the Elderly' event, during which local senior citizens are invited by boarders for afternoon tea and entertainment.
- 3.20 Celebrating diversity is a natural part of the school and is enabled and affirmed by the Quaker approach and values. Boarders from all over the world settle quickly due to the warm and welcoming environment, and understand and respect the cultural practices of others in boarding. Pupils relish the diversity between each other and learn from it because the school has successfully created an atmosphere where differences are invisible and prejudices are absent. An overwhelming majority of pupils' questionnaire responses indicated their belief that the school encourages them to respect and tolerate other people. This was confirmed emphatically by inspection evidence. For example, pupils described how much they valued being supported by the school to organise a Chinese New Year celebration for overseas boarders, as they realised that they were far from home and wanted them to feel valued and included. Boarders from other cultures described how they enjoyed the opportunity to present to their classes on their own cultural practices in order to further mutual understanding.
- 3.21 Pupils exhibit a strong sense of consideration for their personal safety and well-being. They understand the need for a healthy lifestyle and make active choices in their daily life by successfully adopting healthy practices. They choose from a selection of high quality and healthy meal options and pupils were able, readily, to explain to inspectors how to stay safe and well. Older pupils described how their learning about physiology in subjects such as biology and PE helps them to understand how to keep fit. They praised the school's approach which discourages mobile phone use, as this promotes more opportunities for face-to-face conversations. Pupils benefit from being able to promote online safety amongst their peers by seeking election to the school's 'Digital Leaders' committee. Pupils know when to seek help; they described, with great warmth, the mental health support they receive from medical staff.

4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form sessions and assemblies. Inspectors visited the boarding house and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Kerry Lord	Reporting inspector
Mrs Alison Horton	Compliance team inspector (Former head, GSA School)
Mr Adrian Boyer	Team inspector (Head, HMC school)
Mr Karl Wilding	Team inspector for boarding (Deputy head, HMC school)