



The  
Mount School  
York

# Reflections

AUGUST 2021



**LEAVERS' SUPPER 2021**  
Fancy frocks & farewells

## SEEING IS BELIEVING

Eminent female role models inspiring Mount Girls.

## MISSION TO MARS!

The Junior School Creative Curriculum takes girls to Mars and beyond!

## THE STORM WILL PASS

How we are helping young minds understand the last year.

# The Mount School has continued to grow as a community

At the end of this academic year, I found myself reflecting on the year and how much The Mount School continued to grow as a community despite the many difficulties we have faced.

The mental health of each and every one of us has been affected by the pandemic, and focusing on the mental health of pupils has been a priority for the School this term as we have continued to emerge out of lockdown, read more on page 16. Looking after our mental health will remain a key theme for the whole community next academic year.

All Mount School staff have continued to go above and beyond over the past year. As you will read, pupils have not only continued learning through an exciting curriculum but have also been able to enjoy many extra-curricular activities including trips, sports and the fantastic Senior School Creative Arts Festival that ended the year. Many parents have commented to me recently about how superb the staff have been during the pandemic and how the girls have continued to grow and flourish academically despite the challenges of learning that they have faced. This is all credit to the dedicated teaching staff we have at the School and their unfailing professionalism. This Summer A Level and GCSE results were superb and were an excellent reflection of all this hard work read more on pages 4 and 5.

I hope you are all enjoying a relaxing Summer holiday. A huge thank you once again to all parents and guardians for your continued support over the past twelve months. For those families of pupils who are leaving The Mount this Summer, the very best of wishes for the future. It remains a real privilege working with such great pupils and families and I look forward to welcoming current girls and families back in September and embracing the many new families and girls that will be joining the School.



**Adrienne Richmond**  
Principal



We are thrilled to have been shortlisted at the Independent Schools of the Year 2021 Awards. Independent Schools of the Year finalists will be revealed in September and the judges will announce the winners at an awards ceremony in October.

The Awards aim to highlight the excellence of student experiences at Independent Schools. The Mount School York's nomination highlighted the strong sense of community at The Mount; the Junior School Creative Curriculum; our response to the Covid-19 pandemic; our extensive careers advice and our overarching emphasis on empowering girls to believe nothing is beyond their reach. #weknowgirlscan

## NEW PRINCIPAL FROM JANUARY 2022

We are delighted to announce that, following a rigorous recruitment process, with advice from an experienced independent education recruitment advisor, David Griffiths has been appointed to the role of 20th Principal of The Mount School.

David has an outstanding track record as a leader in education with a particular interest in fostering and promoting girls' education. He is currently the Headmaster in Wycombe Abbey School in Changzhou, China. Wycombe Abbey School in Changzhou is a branch campus school affiliated to Wycombe Abbey School, one of the most highly ranked girls' schools in the UK. David will take up his role following Adrienne Richmond's retirement at Christmas 2021. Read more at [mounschoolyork.co.uk/news](https://mounschoolyork.co.uk/news)





## The Mount celebrates amazing A Level Results

- 42% of students achieved a clean sweep of A\*-A grades
- 68% of all entries were A\* - A
- 100% pass rate at A Level & GCSE

*"I am tremendously proud of the girls. These results are thoroughly deserved and are a testament to the dedication of both the students and the teaching staff. Despite the unusual circumstances and array of challenges over their two year A Level courses, the girls always remained upbeat and motivated, displaying remarkable resilience and maturity. The self-belief we nurture in our girls and the drive for success was evident throughout their two years of A Level study and reflected in their results."* Ms. Richmond, Principal

Christina Eleftheriou, who achieved a clean sweep of A\* grades in her A Levels, said, *"I am really happy with my results, I am absolutely ecstatic. I feel the last two years has taught me a lot of resilience and perseverance. The support that I have had throughout my time at The Mount has been absolutely fantastic."*

Winner of the Robson History Prize 2020, Phoenix Woolnough, also gained a clean sweep of A\*s, she said, *"I am very happy with my results. I am really grateful to The Mount for everything and how that has contributed to my grades. It was empowering to be around like-minded girls; you never feel that you can't say something. You feel encouraged by everyone around you and it is a positive environment, it did make my time at The Mount very special."*

Sophie Wood, who also achieved straight A\*s and As and will study Veterinary Medicine said, *"I have become a lot more confident being here, the all-girl environment creates a community where you can speak freely."*

Naomi Richardson (left), who achieved four A\*s, said, *"I am so happy. It has been a crazy two years but I am so grateful for everything. I am going on to study English at university, and studying beyond the syllabus was great preparation for what is to come next year. The Mount's all-girl environment creates such a community feel. You can feel the camaraderie in the air today as we all celebrate together!"*

[READ MORE FROM THE GIRLS AT MOUNTSCHOOLYORK.CO.UK](https://www.mountschoolyork.co.uk)

## NEXT STEPS . . . . .

At The Mount Sixth Form College we enable girls to achieve the results they need to reach their goals in life beyond College. Every year on A Level Results Day, it is satisfying to see the immensely diverse range of university destinations and post School options taken up by College leavers, belying The Mount's bespoke support for Higher Education applications.

This year over 90% of girls have gained their first-choice place at the country's top universities including Durham University, Imperial College London, University of Manchester, London School of Economics and Edinburgh University. Girls will be studying a wide range of courses including English, Medicine, Finance, Zoology and Veterinary Medicine. Students also saw success with progression into employment and apprenticeship schemes with companies such as Greencore (read more on page 20).

*"I am over the moon with my results. I am going to study Criminology at the University of Manchester and I want to go on to work with the Metropolitan Police,"* said Rosa Burns.

Clare Treacher, who has been at The Mount since Year 7, is going on to study Geography at Northumbria University, *"I felt overwhelmed with happiness when I opened my results. My Geography teacher Mrs Cook inspired me in the subject ever since Year 7. I chose to study Geography for GCSE and A Level and now for my degree. In Geography, even after we had finished our exams, we still went on to do a project about volcanoes. We enjoyed the learning so much that we opted to do it even though it was not for grades,"* said Clare.

Denna Coupland, who arrived to collect her results dressed in scrubs because she had come straight from a veterinary operation at the practice where she works, said, *"I am super-chuffed with my results. I am going to go back to the practice to show everyone! I have been offered a degree apprenticeship in Veterinary Medicine at the Green Vets and I have happily accepted that. Since joining The Mount for Sixth Form College, my confidence has grown massively. The Mount has been a life-changing factor for me,"* said Denna.

### EXAMPLES OF COURSES STUDIED BY MOUNT COLLEGE LEAVERS IN RECENT YEARS

Electrical Engineering    Music  
International Relations  
Business Management  
Social Sciences    Criminology  
Mechanical Engineering    Art  
Business Management  
Textile Design    Dance Science  
Music    Biochemistry  
Anatomy & Development    Zoology  
English Literature    Physics  
Environmental Science    Interior Design  
Spanish    Philosophy    Architecture  
Biology    Business Management  
Early Childhood Education    Law  
Medicine    Graphic Design  
Psychology    Hospitality & Tourism  
Costume Design    Sociology    Midwifery  
Geography    Creative Writing  
Marketing Management  
Management Science    Veterinary Science  
Accounting & Finance    History

## GCSE Celebrations

Year 11 pupils also celebrated outstanding results, with many girls receiving GCSE grades 8 and 9 across all subjects. 60% of all entries were graded 8 or 9, the equivalent of A\*/A, with 86% of girls gaining at least 5 GCSES with grade 7 and above.

Ms. Richmond, commented, *"I am delighted for the girls and their wonderful and very much deserved results. They have worked extremely diligently over the past two years. They should be extremely proud of all they have achieved, despite the ever-changing and challenging circumstances."*



[Read more at mountschoolyork.co.uk](https://www.mountschoolyork.co.uk)

# Junior's Mission to Mars!

What do you do when your electrician is eaten by a polar bear?

How many lemons does it take to light a lightbulb?

What special structures would a robot insect need to work in Mars' environment?

Can you program a Mars Rover to avoid obstacles, collect coins and win a racing game?

Can we build a rocket that will make it all the way to Mars?

Our Junior pupils faced these and many other conundrums in their Summer Term Creative Curriculum.

Each term the Junior School embrace a whole-school curriculum theme, with a focus in each subject. It provides girls with many opportunities to explore their natural curiosity, discover their own mind and have the confidence to create all of which was needed as they embarked on a Mission to Mars and beyond!

Girls learned (and taught!) interesting facts about planets in our solar system, created batteries out of lemons, created their own Mars Rovers, rockets and landing capsules, and even studied the historical context of geocentric and heliocentric orbits!

They particularly enjoyed exploring Mars and its environment, from what it looks like to how it feels. They then used their artistic skills to showcase their findings exploring a variety of media.

*'Mars is not red! It's a butterscotch colour. There are little rocks, and sometimes they can burst, and that's what causes the red-looking colour.'* - Cecily (Year 3)

Girls also took on the role of NASA educators. They were tasked

with producing a short, two-minute video on a planet of their choice. The video needed to be aimed at a group of children aged 5-11 years, teaching them all about their chosen planet. In small groups the girls researched their planet, wrote a script, and gathered props to record their videos on Flipgrid. They produced excellent reports full of interesting facts! Girls were invited to enter their creations in the Crest Superstar Science Awards.

Years 5 and 6 built a straw rocket prototype to explore the planet in 2040. After building their prototype they tested their flights from the Junior School Balcony. Then they modified their design to see how the modifications impacted on the performance of their rocket.

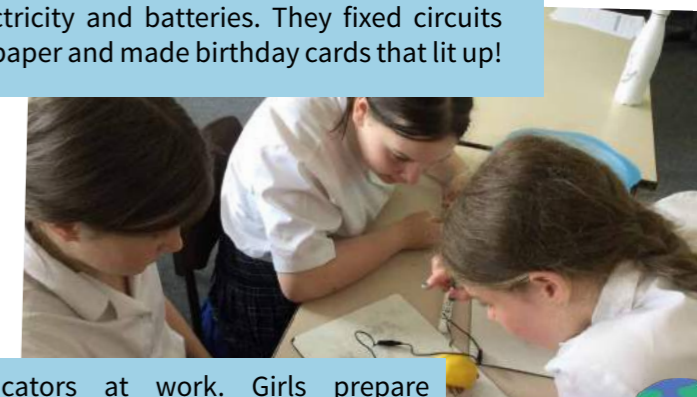
*"We have been making landing capsules out of marshmallows. They have to make a soft landing so that they do not break up on impact. Mine was more like the tower of Pisa and kept on falling over! Hetty's was really good. She made it really well and when she dropped it from the balcony it didn't fall out at all. I learned that you need to add things to make the structure more stable."* - Emilia (Year 6)

## Pluto's Great Adventure

To round off their Space Topic, Junior School girls recorded a performance for the Celebration assembly. The girls wrote their own scripts, created their own animations and transformed Sea shanties into Space Shanties. *Pluto's Great Adventure* saw girls take on the roles of the planets as Pluto journeyed through the Solar System.



To prepare for the creation of their Mars Explorer, the girls became engineers in Antarctica where they learned about electricity and batteries. They fixed circuits on paper and made birthday cards that lit up!



#NASA educators at work. Girls prepare resources for children all about The Solar System.



Creating sun-catchers using pieces of nature discovered in The Mount's woodland area.



Our Junior geologists created their own "Martian rocks" from playdough and took samples to examine the layering.



Working together to write lyrics for a 'Space Shantie'.



Mars Rover! Your mission Year 5 & 6...to create a racing game on Mars. Can you program Rover to avoid obstacles, collect coins and win the race.

# SEEING IS BELIEVING

## Role models matter, particularly for girls and women.

Research shows that role models have an amplified benefit for women due to the gender biases, institutional barriers and negative stereotypes women contend with. A 2019 study, commissioned by CWJobs, found that role models are more important for women than men, 60% of women working in STEM (Science Technology Engineering & Maths) said that they have been inspired by a role model compared to 46% of men.

For girls, seeing is believing. Dr Nina Ansary wrote in *Anonymous Is A Woman*, a chronicle of global gender inequality that features extraordinary women throughout history – “it’s hard to be what we cannot see.”

This year, we launched an Online Speakers series, hosted by College girls, inviting eminent women to speak to and inspire girls. In the first event, on International Women’s Day, Baroness Hale, the first-ever woman President of the Supreme Court, discussed her life and career. During the online Question and Answer session with pupils from The Mount and invited schools, Lady Hale shared insights and wisdom from her career. Girls came away understanding that, even though women today have greater freedoms than in the past, diversity and representation are important in achieving freedoms that make people feel included.

*“The fact that Baroness Hale coped against sexism in the past and overcame it to become the first female President of the Supreme Court was genuinely inspiring.”* - Denva (College II)

In late June, world leading orangutan expert Dr Birute Galdikas, addressed girls from the Junior School and Senior School plus invited guests, from her research centre on the US West Coast. 2021 marks 50 years since this remarkable woman first began studying orangutans in the wild. She spoke about her work with

animals and the challenges faced today to protect the primates and their endangered habitat.

*“I found Dr Galdikas’ talk very admirable. The work she has done to study and protect orangutans is impressive. She inspired us to help. How can we help? Plant trees! Every little bit helps, so the more trees, the less carbon in the atmosphere and we can help mitigate climate change together.”* - Abigail (College I)

The College Leadership Teams acted as compères at the online events, confidently chatting to these monumental women. The impact on younger girls seeing their peers interact with globally significant women powerfully connects them to a mindset which knows, “we can do anything.” #weknowgirlscan

Once restrictions began to lift in School, we also invited other inspirational women into the School. In June, Team GB sprinter, Amy Hillyard visited on behalf of #SportsForChampions. She gave a rousing presentation to girls, in both the Junior School and Senior School, about her pathway to becoming a high-performance athlete. She then went on to coach the year groups through drills and circuits, which they very much enjoyed!

*“It was really fun. It was really cool to see an athlete and train with them!”* - Edith (Year 5)

To promote National Writing Day 2021, we were delighted to welcome author and illustrator Ailsa Burrows to the Junior School. Ailsa showed the children examples of the drawings and final paintings for her book, *The Jar of Happiness* along with sketchbooks and early mock-ups of the book. Ailsa read the story and talked about the main character’s feelings. The children then drew a person or object that makes them feel happy.



It is not just well-known or professional women who can inspire our girls. Older girls at The Mount are superb role models for younger ones. At The Mount, a girl occupies every role, every part in the musical, every seat on the School council, and every position in the team. There are never-ending opportunities for them to show those in the younger years that they can achieve, be capable leaders, be kind, and make a difference.

In Summer, the new College Leadership Team began their first week visiting the younger years during socially-distance Form Time, to share with them their vision for the School and the College Leadership Team over the upcoming academic year, and to invite girls to approach them with their own ideas. The outgoing College Leaders were full of praise for the new team.

*“The new Team are strong, independent young women whom I have no doubt will be exceptional role models and lead the School into the future.”* - Georgia (College II)

Older girls are also valuable in helping younger girls settle into School. College girls act as ‘Nutcrackers’ to Year 7 girls. In The Mount’s ‘Nutcracker’ tradition, older girls are the ‘Nutcrackers’ who act as a mentor to the younger girls (the ‘Nut’). They help them with life in the Senior School and provide another friendly

face if their young charge should need any help. Nutcrackers recently met up with Year 7 girls to discuss how their first year at The Mount has gone.

*“My Nutcracker is really kind, we have so much in common. After I found out that she was my Nutcracker she messaged me instantly on TEAMS to see if I had any problems, which was very nice.”* - Neve (Year 7)

Over the next year, College girls along with staff will help younger girls understand the issues teenage girls face surrounding the ‘Everyone’s Invited’ initiative. Involving the older girls gives them a greater sense of responsibility whilst also helping the younger girls better understand topics as they relate more to their peers.

As Dr Nina Ansary said – “it’s hard to be what we cannot see.” However, at The Mount girls see and believe what they can be every day.

## Female role models inspire girls to think bigger



# Early Years Explorers



The children in the Early Years have made the most of the blossoming Spring trees and the Summer weather by exploring the woods!

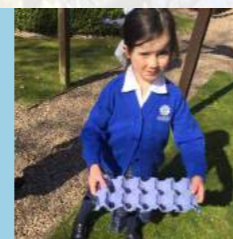
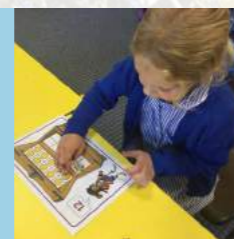
During their outdoor adventures they have: hunted for insects; learnt all about bees; climbed trees to get a good view of the passing trains; created nature journey cards; built dens; and most importantly had lots of fun!



## NUMBER CRUNCHING!

Reception Girls have been having great fun discovering new maths skills!

They have explored Tangram Puzzles and created amazing pictures from shapes, built numbers to 20 using their ten frames, looked at patterns representing numbers beyond 10, and used puppets to create number stories. They even tested their counting skills in their PE lessons, counting to see how long they could balance a tennis ball on a racket.



The late Spring and Summer Term is normally packed with sports and outdoor pursuits. Despite the prevailing pandemic, this Summer pupils have been able to enjoy many matches, games and activities. Most importantly they have supported and cheered each other on demonstrating what good sports they are!

During the Spring Term, The Mount welcomed Elite Netball Academy to the netball courts, to host weekly exclusive coaching sessions for Mount girls. Elite is the UK's newest netball coaching academy, founded by Anna Carter, formerly Leeds Rhinos head coach and England pathway selector.

In the swimming pool, the House Swimming Competition was won by Rowntrees, in both the Junior School and Senior School. The spirit in which the girls competed was wonderful to see, and congratulations to all competitors. College II completed their Lifesaving certificates and can now work as lifeguards, a very handy qualification to have.

Our Equestrian Team has been training and competing, individually and as a team. Tales of their competitions and wins around the country have been inspiring younger riders throughout the School.

Summer Term saw the welcome return of the grass tennis courts on the centre lawns. Girls enjoyed playing tennis in after school activities and Early Years children began working on their tennis skills. The Summer Rounders season was slightly truncated thanks to the pandemic, however, the Senior School was able to host, and win, Rounders fixtures with Read School and St Peter's.

In June, dancers in Junior School, Years 7, 8 and 9 competed in the North Yorkshire Schools' online Dance competition. As the competition was unable to take place as a live event, schools were invited to submit videos of their final choreographed routines. On the night of the competition the girls gathered together to watch the screened competition live in the School Hall, whilst cheering each year group on.

After completing their final A-Level and GCSE assessments, College II and Year 11 enjoyed a selection of activities. One of the activities they chose was a self-defence lesson. During the session they learned several useful self-defence techniques from X Martial Arts trainers.

The sporting year culminated in a fantastic Sports Day for the whole School. We missed our usual audience of cheering families, but the girls more than made up for this with their enthusiasm and good humour. Events in the Senior School included shot put, and high jump, whilst the Junior girls tested their sporting skills. All girls took part in track racing. Congratulations to all the athletes and Houses.





**Teachers at The Mount School encourage a love of learning, enabling pupils to think creatively and independently. Our approach encourages learners to question, analyse and solve problems.**

*"Children are by nature curious, always asking questions and seeking out new facts. It is our duty as teachers to answer children as honestly and openly as possible, and to ask questions of them to help spark their natural curiosity in any way we can. It is one of the delights and privileges of being a teacher, watching children grow in character as they explore, discover and then create for themselves,"* explains Adrienne Richmond, Principal.

The Mount Junior School's Creative Curriculum uses the universal design for learning, which removes barriers to teaching, so that all pupils can learn, regardless of their learning style. Junior School girls spent the Spring Term exploring the human body in a variety of exciting lessons to gain their 'Junior Doctor Diploma'. At the end of the topic, they shared their learnings in a format of their choosing. Some made a demonstration model, (including an edible one!) some made visual posters and there was even an interactive game! Their presentations were filmed by Miss Wilson for a virtual Science Fair, which they called the Human Body Roadshow.



This enthusiasm for taking a 'deep dive' into research is evident throughout the School, all the way to College students. This term College II presented their final Extended Project Qualification (EPQ) presentations to their teachers and peers. The standards of presentation were truly exceptional, and covered a wide

range of topics. Girls developed a useful range of extra study skills, preparing them for the demands of university work.

Interest-led research also featured in Mrs Thompson's curated Careers Week programme. Senior girls were presented with a variety of online workshops throughout the week where girls could learn more about careers in their areas of interest. The programme included workshops hosted by universities, employers and industry leaders.

In language lessons, teachers have come up with many inventive ways to help pupils consolidate their German vocabulary and tenses learnt in lessons. Year 8 formed teams of four to play the card game, Schwindler!

*"You had to get rid of all your cards by using sentences. If you didn't have all the words to make a sentence, you had to make one up. It was really fun!"* - Seren (Year 8)



The thirst for learning we endeavour to encourage in our pupils could not have been more evident in our College II pupils this year. In A Level English Literature, College II girls asked if they could experience more diverse writers from the 1920s, having finished studying F. Scott Fitzgerald's classic Gatsby. After assessments were over, they read poetry by Langston Hughes and watched August Wilson's, Ma Rainey's Black Bottom.

*"I am glad we watched the film, it was moving and made you understand how difficult life must have been for black musicians at that time."* - Naomi (College II)

#### COLLEGE II 2021 EPQ TOPICS

- Thatcherism and its impact on the working class - Phoenix
- Modernism and its impact on literature - Naomi
- The Viability of Life on Mars - Sophie T
- The link between smoking and cancer - Christina
- Orca captivity and the impact on the cognition of orcas - Sophie W
- Chloroform - a history of controversy - Esther
- Fashion products and the empowerment of women - Georgia

## What is an EPQ ?

The Extended Project Qualification (EPQ) is a Level 3 course which is taken alongside A Levels. Pupils are required to complete a project on a topic of their choice. The project can be in the form of an essay or report or an artefact e.g. a musical composition or piece of artwork.

## "Do you reach for the best that is within yourself?"

This question, which appears in The Mount's Faith and Practice in a Quaker School, articulates the kind of approach we aim for Mount girls to adopt, be it with a problem that is before them, a competition or to life in general. It is not about winning at another's expense: it is about aspiring to realise the best of what lies within them. Over the past six months many Mount girls have demonstrated these aspirations in a variety of ways, here are just a few . . .



Congratulations to Yuki (College I) who achieved a gold certificate in the UK Maths Trust competition and qualified for the Senior Kangaroo. Yuki is now mentoring GCSE mathematicians.



Well done to Mona (College II) who qualified straight into the British Mathematical Olympiad, the entry point for the training and selection programme for international competitions.



Year 11 girls, who chose to use some of their activities time following exams, to host a community pick up on the Knavesmire and Rowntree Park as part of their PeaceJam Foundation Billion Acts of Peace. Great work everyone!



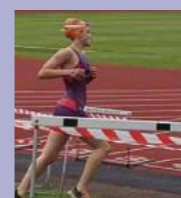
Congratulations to Hope (Year 3) who joined Seek Dance Company's Minis team. Hope secured one of twelve coveted places with the innovative dance company.



Alice (Year 9) who placed third in the regional Arena Eventing Competition in May, qualifying for the regional finals during the Summer. Good luck in the finals!



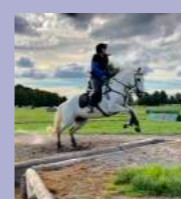
Chloe (Year 7) plays in Elite Netball's U12 League. In her first match of the season, she was named Player of the Match having played Goal Defence and Centre. Well done Chloe!



Libby (Year 9) represented Northern Schools in the national U15 Biathlon Championships in May. She completed an 800m run, 200m swim and a second 800m run in a total time of 8min 15 seconds. What a fantastic result!



Well done to Abigail, Berlin, Emma and Libby (Year 9) who took part in the National Literacy Trust's online Reading Champions' Quiz in May.



A huge congratulations to Charlotte (College II) who achieved 70% in her Novice Dressage Horse riding test, finishing in second place.



Well done to Isabel (Year 11) who has been named North Yorkshire Schools' Champion in the U17 Girls Pole Vault and 200m Sprint, having won gold in both events at the County Championships. She will now represent the County in regional competitions.



Ava and Erin who held a Bake Sale in support of the Captain Tom 100 Foundation. It was so popular that the girls sold out everything within 12 minutes! Good job, girls!



Well done to Katelyn (Year 8) who qualified for the Junior Kangaroo (Maths challenge).

**A big well done to the whole Mount Community who have all worked exceptionally hard as well as demonstrating resilience and compassion this year.**

# Time To Explore

One of our daily texts in May read, 'Exploration is in our nature', and it could not have been more apt for that week, as we saw trips reinstated in the School calendar, following the easing of restrictions. The last year has of course meant many changes and one thing Mount girls have missed the most has been trips and expeditions.

As well as enhancing the curriculum and learning, opportunities to explore and travel are an essential part of personal development. This was evident from the conviction we witnessed from Year 10 girls who were delighted to finally partake in their Bronze Duke of Edinburgh activities. Despite being faced with some torrential rain and hail they were determined to pitch their tents in the School grounds.

Girls completed their treks over three days but could not sufficiently socially distance in tented accommodation. Instead they practised assembling and dismantling their tents and cooking a meal using the camp equipment in the School grounds. The clouds did clear as we waved them off on the walking part of the Duke of Edinburgh Award challenge, although we are told they did not remain dry for long but their resilient nature and encouragement from team members kept them going! "It was nice to see people outside of school in situations that wouldn't normally happen." - Morgan (Year 10)

New advice from the City of York Council allowed for the Silver Award expedition to be run as an overnight residential



expedition. The girls were excited to sleep in tents and cook a meal at their camp-sites, but a little less excited to carry all of their equipment for three days straight!

College geographers also put their learning into practice outside of the classroom exploring urbanisation in York and natural geography in Dalby Forest and Cranedale. This involved an investigation into the water and carbon cycle in two contrasting locations and an investigation in microclimates.

"A highlight was the weather which was almost too hot! and measuring river velocity whilst doing the splits" - Caroline (College I)

Girls also organised several trips to celebrate the end of exams including: Borders to Yorkshire Wildlife Park; Year 11 to Go Ape; Year 10 to Alton Towers; English trip for Years 8 and 10 to watch a live performance of Shakespeare's *Romeo and Juliet* in Scampston Hall's Walled Garden; and Year 7 and 8 to Flamingo Land.

When the School was able to re-open fully to all pupils, Principal Adrienne Richmond ensured that after School activities recommenced with immediate effect. "It was a return to normality for the girls that was important," said Ms Richmond. Girls particularly enjoyed being back in the swimming pool, on the netball courts and playing team games in the grounds.

The return to site coincided with British Science Week and girls were delighted to be able to once again conduct experiments in the Science Laboratories. Year 8 experimented with crystallisation, mixing together a solution of epsom salts, water and grains of sand. Year 10 enjoyed making 3D models of ionic compounds to help them explain properties such as melting point and conductivity.

## THE SHOW MUST GO ON

We may not have been able to hold a live concert or production this year, but that has not stopped our expressive pupils from having their time to shine, after all the show must go on!

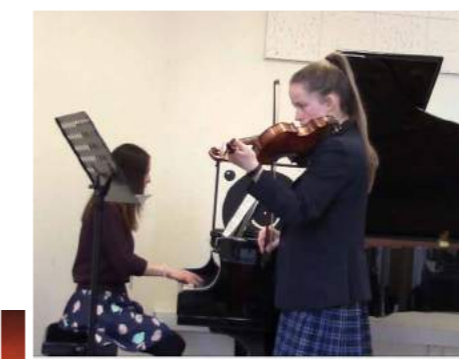
During the Spring Term, a delegation consisting of girls from College, Year 11 and Year 10 took part in the Bath International Schools Model United Nations (MUN). It was King's School Bath's 30th MUN and their first-ever time hosting the conference online. MUN provides opportunities to practise and polish public speaking skills but also important skills involving teamwork, negotiation and consensus-building. Congratulations to Phoenix (College II), who was on the Health Committee for Norway and was commended for her overall contributions to the debate topics.

"I have learned so much from the Model United Nations. Through attempting to embody another nation's views, I have learned to appreciate other perspectives and to understand ideas that disagree with my own." - Phoenix (College II)



Throughout May, the Drama and Music Departments worked together to publish their first-ever *Summer Soiree Series*, celebrating the work and talents of our Speech and Drama pupils and Music Scholars. A series of videos, released weekly, featured LAMDA (London Academy of Music and Dramatic Art) pieces for Speaking in Public, Acting and Reading for Performance with exquisite musical interludes from Music Scholars and talented musicians. The series can be viewed at [mountschool.york.co.uk](http://mountschool.york.co.uk)

The Junior School Music Concert was filmed in the final weeks of term and featured wonderful performances by our very talented younger musicians.

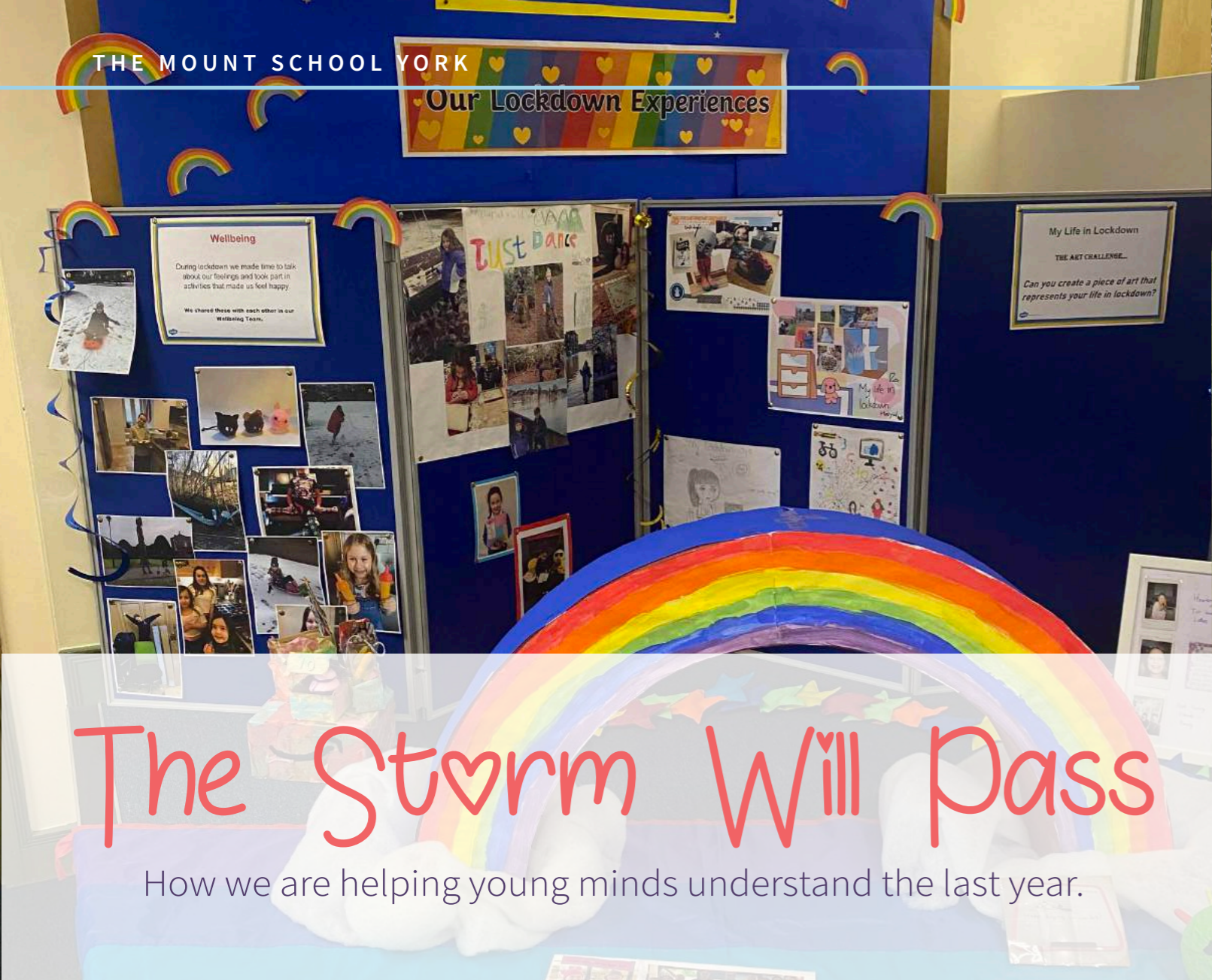


Dancers from Junior School through to Year 9 took part in the North Yorkshire Schools' Dance Competition, submitting filmed Dance sequences which were judged on a live broadcast. The judges gave the girls great praise, with comments like, "Great confidence and execution of all moves. Really felt the enjoyment coming through.... Great synchronicity- really felt you working as a team.... Super fun and so enjoyable to watch. Excellent team work!"

"When I'm dancing I feel really confident and excited at the same time." - Catherine (Year 3)

"It was really interesting watching the judge make her decision, she had been a dancer and was very experienced." - Margherita (Year 5)





# The Storm Will Pass

How we are helping young minds understand the last year.



The last year has been extra stressful, especially for teenagers and young children. A survey carried out by Young Minds reported that young people found the January lockdown harder to cope with than previous ones. At The Mount we have been extremely mindful as to how lockdowns and isolation have impacted the younger generation.

Our Quaker ethos encourages pupils to explore responses and develop skills to foster their wellbeing, skills that have been vital this year. Girls, staff and The Mount community have all had to respond and adapt throughout the Coronavirus pandemic. The School sought to help pupils normalise their experiences to keep the feeling that life goes on, and nurture their sense of resilience within our caring community.

In the Junior School, some children were a little anxious about the full reopening of the School following lockdown. During the first week back, girls shared their feelings about lockdown, and returning to School. They each shared a memory of lockdown and what they most looked forward to about being back in the classroom. They created a piece of art, of their choice, to express their feelings after reflecting on their conversations with teachers and peers. The wide variety of responses included posters and videos, some children composed a piece of music, or made a sculpture and even choreographed an interpretive dance!

***“Girls acknowledged their feelings and expressed their emotions. In turn this has led to a sense of hope and resilience for the future.”***

The children created a Memory Tree, which they decorated with cards on which they had written a memory or encouraging quote. ***“This helps the children to understand that, there may have been a storm, but the storm will pass,”*** said Miss Capper, Head of Junior School. Children who had felt trepidation about the return to School have since reported no longer being anxious and have enjoyed being back amongst their friends.

In the Senior School, pastoral and teaching staff received additional training to support pupils’ wellbeing. The training looked at the impact the pandemic has had on teenage minds and how to support their mental health. Form Times increased, enabling Tutors to have more time to talk openly with the girls.

Girls were encouraged to share their experiences, discuss and reflect on their feelings. They were reassured that it was okay to feel however they felt – whether that be scared, worried, angry, sad or something else.

***“When pupils returned to School, we allowed time and space for girls to share their experiences and to talk about their concerns. Through support from peers and staff girls came to understand that feelings of anxiety were normal. They understood that it was normal and entirely understandable if throughout the pandemic they felt overwhelmed frustrated, worried or exhausted about the situation. It was a rational response to a genuine risk,”*** said Bridget Perks, Deputy Principal.

Nurse Cindy met with Senior School girls in the tranquillity of the School grounds, to discuss any challenges they may have faced. Girls discussed with each other

what they could do, on a daily basis, to support their own mental health and that of their friends, with kindness and compassion at the heart of the plan. Sessions finished on a solution-focussed note as they discussed positive aspects of returning on-site.

Across the School we introduced the Girls On Board programme. Through pastoral sessions girls are empowered with tools to interpret relationships and group dynamics in a way where they can positively respond to changes and take ownership of solutions. This has been particularly relevant as girls adjusted to life following periods of isolation.

Throughout all the wellbeing activities girls acknowledged their feelings, learnt to express their emotions, have them validated and recognise that they were not alone. In turn this has led to a sense of hope and a building of resilience for the future.

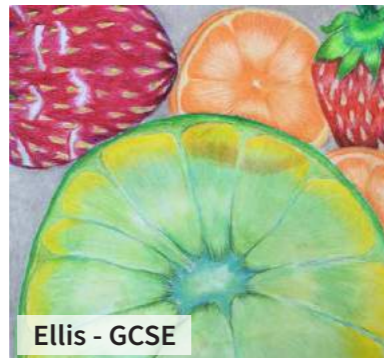
# GCSE & A LEVEL ARTWORK

Our annual A Level and GCSE Art Exhibition moved online again this year to give parents and families the chance to enjoy the girls' outstanding work.

GCSE girls explored organic forms and identity in their project work. A Level students explored the theme of 'Drapes and Folds' as their first project, and moved on to explore their own personal themes, developed from the concept of 'Reflections'. Sophie explored a magical woodland landscape seen through a glass ball, Jamie chose to explore Surrealism through painting dreams and masked faces and Lucy focused on portraiture, and our connection with food.



Kveta - GCSE



Ellis - GCSE

Rosanna  
- GCSE

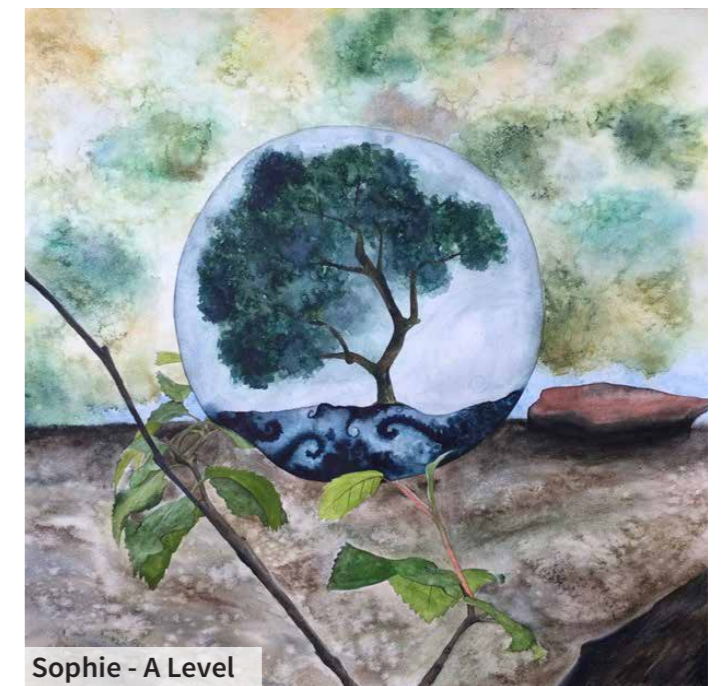
Leilani - GCSE



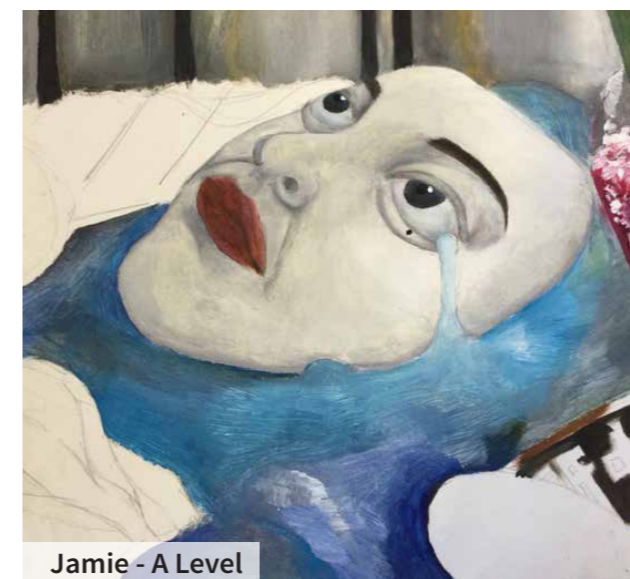
Lucy - A Level

Rawya  
- GCSEEllie  
- GCSERosie  
- GCSE

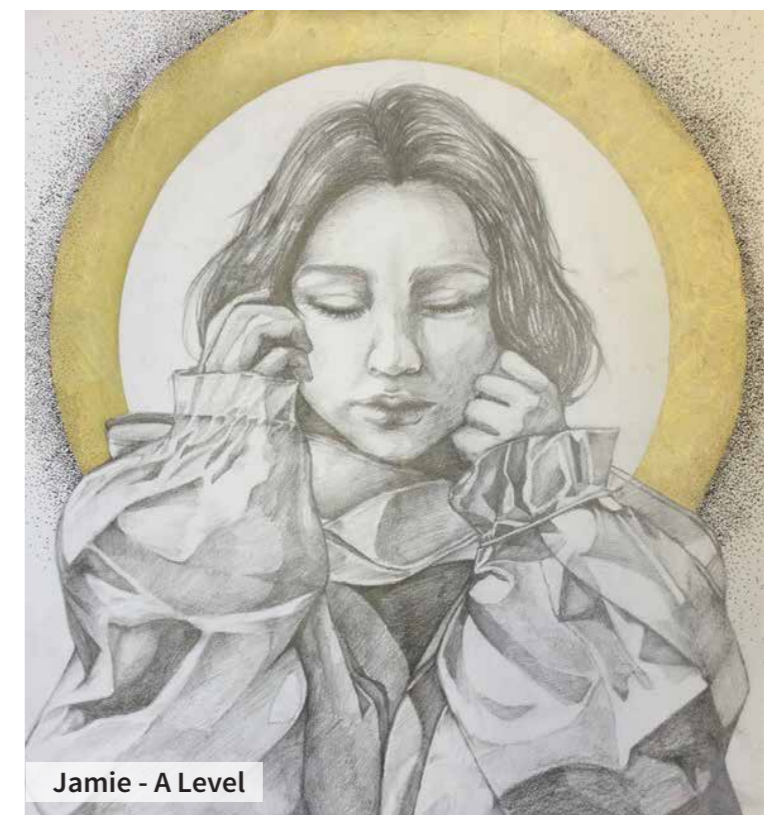
Sophie - A Level



Sophie - A Level



Jamie - A Level



Jamie - A Level

To view the full galleries please visit  
the following links:

A LEVEL - <https://pin.it/2IRLZyd>

GCSE - <https://pin.it/1LgDUk5>



In their Art lessons Year 8 studied birds earlier in the year during lockdown, working on sketches at home.

Returning to School, they were able to fashion ceramic owls which they glazed and decorated themselves. A charming parliament has graced Portico ever since!



# WHERE NEXT?

The vast majority of Mount girls leave College II to take a place at university. Over recent years girls have gone on to study a plethora of subjects at various locations across the world. However, we know that each girl is an individual and that what may suit one girl will not necessarily suit another. Our expert Careers Department are skilled at helping girls explore alternative routes from acting at RADA, attending the prestigious Norland Nanny College, or finding work overseas in gap years.

Georgia, in College II always knew she wanted to explore a different route and delved into the world of degree apprenticeships. Here she tells us more about her upcoming apprenticeship and shares some of her thoughts and useful advice for others considering a similar path.



*“After School I will be taking up a Commercial Degree Apprenticeship with Greencore, the UK’s largest convenience food manufacturer.”*

I will work at Greencore and attend University two days a month. Greencore will fund my degree at Nottingham Trent University studying for a BSc in Business Management for the first three years, and for the final year I will undergo my Chartered Management qualification.

I felt this was the right route for me because by working at Greencore and attending University I will not only gain a degree but also valuable work experience in a variety of roles, plus be guaranteed a position in their management team. I always thought that university was not the right path for me, I don’t think I could sit in large lectures or do the same course for four years! I like the various aspects of an apprenticeship.

The apprenticeship role involves learning different aspects of the business. For the first year I will be working on packaging and launching new products. Last week I went on a site visit and was given new

sample sauces to try. That will form a large part of my first year, launching new products and looking at the design of the product and packaging. In my second and third year, I will go into sales then marketing. In the final year I will begin working up the ladder to become an Account Manager. Greencore’s clients are large organisations, as Account Manager, I will be responsible for one of those brands, working with the client company to fill the orders.

I applied to 50 different employers, for Degree Apprenticeships or for Level 3 Apprenticeships. The application forms are exhaustive. Then there are psychometric tests! In one of them you must click on a balloon to blow it up. You want to fill it, to be as large as possible, but you do not want it to pop. The game tests risk. The selection procedures are so competitive that you can be eliminated for even just popping a virtual balloon!

If you get through the tests, you will normally have an interview, and then be invited to the assessment centre. They usually give you a group task and an

individual task to complete. I visited a lot of assessment centres, but it was all great experience. At Greencore I had another interview with the two heads of Sales; that was an hour long, 15 minutes afterwards, I got the call to say I had got it! I am really happy I put in the effort because you get out what you put in.

I would advise anyone else who is interested in an Apprenticeship scheme to explore this route; even if you are not interested in a Degree Apprenticeship, they are so worthwhile and will set you above other people in the job market. Do your research on the companies, practise for interviews and prepare yourself for a lot of rejections! One organisation I applied to said that the number of people applying in proportion to the number

*“The number of people applying in proportion to the number of spaces they had available, was more competitive than applying to Oxbridge.”*

of spaces they had available, was more competitive than applying to Oxbridge. You get to hone your interview technique, everything I went through in this process has helped me prepare for the future. You never know what will happen if you do not try!



## BOARDERS’ WILDLIFE PARK ADVENTURE

Due to the ongoing pandemic the Boarding community were unable to enjoy their usual action packed visits and trips. Instead they made the most of our spacious grounds with activities such as outdoor yoga, running and a sunflower growing competition!

Once restrictions began to ease boarders enjoyed a trip to Yorkshire Wildlife Park. They particularly enjoyed seeing the Lions and learning more about the Red Panda.



## Inside The Mount Lucy-Anne Asker Head of Learning Support



**In September 2020, Lucy-Anne Asker took over leading The Mount School’s already successful Learning Support Department.**

*“The Mount’s ethos of respecting and valuing every individual really appealed to me. Education is not one size fits all, it is all about understanding the individual. I’ve been a teacher for 25 years and it wasn’t long into my teaching career that I knew I wanted to work with pupils who had a learning difference. Exploring the needs of individuals is extremely interesting and helping them unlock their potential is so rewarding. I particularly enjoy working in an all through School helping girls in the Junior School right through to supporting College girls in their A levels.”*

Lucy-Anne Asker graduated with a BSc Honours degree and Postgraduate Certificate in Education from Newcastle

University. After a few years of teaching she went on to further study and qualify for the Postgraduate Diploma in Dyslexia and Literacy at York University. She has supported children with learning differences for more than 20 years and prior to joining The Mount had been a SENCO for 16 years in schools in Newcastle and Harrogate.

*“The community spirit at The Mount has been extremely evident as girls and staff have supported each other through another turbulent year. Like many families I have experienced lockdown and online learning. My home WiFi has regularly supported 3 simultaneous lessons: mine, my 15 year old son’s and my husband’s, who is also a teacher.”*

Now fully settled into her role at The Mount, Mrs Asker sets her sights on the future, *“Every child is unique and faces*

*different challenges. I continue to spend time getting to really know the girls to understand their individual needs; this is key in providing the best support. It’s important to help every pupil grow and flourish in confidence by recognising and building upon their strengths and empowering them with strategies. We have also seen wonderful advances in assistive technology over the last few years, some of which can be extremely useful for supporting pupils with SEND needs. I hope to see the increasing use of assistive technology driving the department into the future.”*

*“One of my favourite inspirational quotes which is by Lewis Carroll. “In the end, we only regret the chances we didn’t take,” and I do believe he was right and that life isn’t a rehearsal.”*

## Where are they now? We catch up with Mount Old Scholar, **VERITY PLATT**

Verity Platt joined The Mount Senior School in Year 7 in 1988. After leaving The Mount she studied at Christ Church, Oxford, gaining an MA Oxon in Classics (Literae Humaniores) she then went on to study at Courtauld Institute of Art, London, for an MA in Art History, before returning to Oxford in 2000 to gain a DPhil in Classics. Verity lives in the US where she is a professor of Classics and History of Art at Cornell University, a respected member of the Ivy League, where she is the chair of the Department of Classics and also curates the university's plaster cast collection.

### What is the first thing that comes to mind when you think back to your years at The Mount?

My most vivid memories are of certain spaces in the School: the practice rooms under the dining-room; the swings in the garden; the warren of tiny rooms backstage in the hall stuffed with mysterious costumes; the common room where we consumed huge amounts of toast!

### What is your fondest memory of The Mount?

My fondest memory is also a space: the entrance to the library that was flanked by the offices of two wonderful teachers – Rosemary McEvoy, who taught us Latin so brilliantly and encouraged me to be a classicist, and Lydia Harris, who instilled in me a lifelong love of poetry (and chocolate!). I feel so fortunate to have experienced the intellectual generosity, kindness, and warmth of these remarkable women. As teachers, scholars, and mentors, they continue to inspire me every day.

### How important an influence has the Quaker ethos been to you?

I was lucky enough to be brought up in a Quaker household so the ethos and way of life were familiar and deeply comforting to me throughout my time at The Mount. George Fox's words, "Walk cheerfully over the world, answering that of God in everyone", have been a guiding principle throughout my life, especially as my career has taken me to many different countries. Those words are more vital than ever as we face challenges and divisions today. They give me courage in my work as an educator.

### Have any influences from your time at The Mount helped you through life?

The Mount did a wonderful job of cultivating independence in both work and social life. During my first week at college, I found that all the books we needed for our first essay assignment had already been checked out of the library, but rather than being daunted I took this as an opportunity to do my own research and read more challenging and innovative

material. I had been instilled with a sense of curiosity and self-motivation that really paid off when it came to the more self-directed nature of study at university, which led in turn to a lifelong commitment to academic research.

### Describe a moment in your career thus far, which you feel was connected to your Mount education.

I feel connected to it daily in that I am now a teacher myself, albeit at the university level. Through my own experiences in the classroom, I now appreciate how extraordinarily privileged I was to have been taught so well! As a professor and a parent (of twin boys), I hope to pass on to my own students the senses of both wonder and responsibility that were instilled in me at School. My A Levels in Latin, Classical Civilisation and English helped me to develop skills in critical analysis that I use every

day, while our Latin trip to the Bay of Naples inspired a passion for Classical Art History that ultimately became a career.

### Looking ahead, what are your hopes for your future?

This is a complicated time to be a classicist, and a lot of my work at the moment wrestles with the difficult legacy of a subject that is fundamentally associated with elite status and white privilege. I hope that I can help make Classics more accessible, diverse, and attentive to inequalities both ancient and modern.



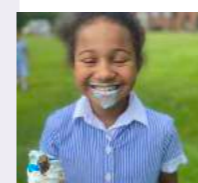
"Picture of me in terrible 1980s dungarees on my very first day at The Mount in September 1988!"



"This hilarious picture features me (at the back) together with fellow winners in the Latin Reading Competition at Leeds University."



## Last Day of Term Whole School Treat!



View more photos  
at [mountschoolyork.co.uk](http://mountschoolyork.co.uk)



## It's a Mount Mystery?

The final week of the academic year commenced with the Creative Arts Festival in the Senior School.

Inspired by celebrating the life, work and achievements of Agatha Christie, the Festival offered a carousel of activities followed by two full days of in-depth workshops.

Workshops featured Art Deco, cinema club, creative writing of crime fiction, cryptography, 1920s dance, design an escape room, flapper fashion, crime forensics, the music of the roaring twenties and a twist on 'Russian Roulette'.

Read more and view a behind the scenes video  
at [mountschoolyork.co.uk](http://mountschoolyork.co.uk)



# Reflections from Sarah Moore



**Sarah Moore joined The Mount as Librarian and Archivist, in January 2021, just as the lockdown was announced. “It was certainly strange to start a new job in a School without any of the pupils in the building!” Since then she has not stopped hosting author visits, exploring the archives for MOSA, reinvigorating the Pupil Librarian scheme and updating the Junior School Library. Sarah has been busy!**

Sarah is not only an avid reader but a keen musician and has joined The Mount Senior choir. *“I was awarded my highest qualification of a PhD in Music Performance from the University of York in 2011. Before I joined The Mount I worked as a school librarian and peripatetic flute teacher at St. Martin’s Gilling and Ampleforth College.”*

## **What drew you to a career as a librarian?**

I was drawn to librarian work because I kept coming across research that suggested children and adults who read are healthier, happier and more confident than those who don’t. Reading for pleasure is one of the

most important things one can do. I like to provide advice to help people extend and develop their reading choices, ability to empathise and information literacy skills.

## **Who is your favourite fictional character?**

My favourite fictional character would have to be one from a novel by Charles Dickens, such as Miss Havisham. They are all so memorable. It’s hard to think of any other author except Shakespeare who could create so many characters who are so vivid, so different and so lifelike that we can hardly help thinking of them as human beings.

## **If you weren’t a librarian what would you be doing career-wise?**

I can’t imagine myself being anything other than a librarian and musician although I do have a secret ambition to become a pilot!

## **What is your favourite quote?**

My favourite quote is from Saint Mother Teresa: ‘Kind words can be short and easy to speak but their echoes are truly endless’.

**Currently Reading:** The last books I read were those on the shortlist for the Carnegie Award. My favourite was *Echo Mountain* by Lauren Wolk.

## **Podcast or Book:**

I would choose a book over a podcast - being a librarian I’m not allowed to say anything else!

**Favourite Pudding:** Tiramisu - made the proper Italian way!

## **Favourite Songs:**

*My three favourite pieces of music from my current playlist are:*

*Sweet Dreams* by Eurythmics - a perfect party track.

*Mull of Kintyre* by Paul McCartney and Wings - this always gets me in the mood for my holidays in Scotland.

*Goldfish Through Summer Rain* for flute and piano by Anne Boyd - one of my favourite classical pieces to relax to when sitting outside in the garden enjoying the sunshine.



For more  
news and photos  
please visit  
[www.mountschoolyork.co.uk](http://www.mountschoolyork.co.uk)

