



The
Mount School
York

Reflections

FEBRUARY 2022

*Alice's Adventures
in Wonderland*

PUTTING THE SUPER IN CURRICULAR

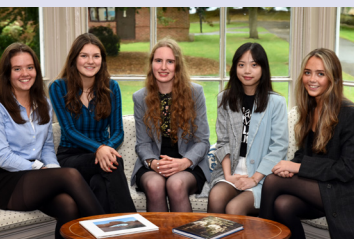
Enrichment opportunities
continue to flourish.

WHAT IS THE CREATIVE CURRICULUM?

How are Junior School
children encouraged to
explore, discover and create?

BOARDING & BEYOND

With excursions firmly back
in the calendar borders
have been enjoying a variety
of trips.



A place in the heart of England, A school in the heart of York, Your daughter in the heart of the community.

One of the reasons I was drawn to the Principal role at The Mount School was the School's formidable reputation as a kind and compassionate community. Since I joined The Mount School in January, this has certainly been evident. I have been made to feel extremely welcome by pupils, staff, parents and members of the wider community, and for this I would like to thank you all.

I have thoroughly enjoyed getting to know the pupils, as after all they are the reason why we are all here. Being able to shape the education of young people is something that I find rewarding in the extreme. The pupils at The Mount are all exceptionally enthusiastic, hard-working and confident. Like them, I was fortunate to benefit from an independent school education, before going onto University. My own educational journey has shaped my educational values and principles which are based on high expectations, high standards, commitment and respect for all community members.

The pastoral support at The Mount School is an evident strength. New girls settle in well, and the relationships between staff and pupils are a vital component of the School's happy nature. This friendly and collaborative atmosphere stems from the fact that The Mount School is a community where every girl is valued for her contribution. I have always believed that a happy child will learn more effectively, and The Mount School offers an outstanding and caring environment for pupils, both day and boarding, to excel. I aim to ensure that as many girls as possible have the chance to study with us in the future as we grow the School's reach on a local, regional and international basis.

I look forward to what the rest of the academic year holds.

David Griffiths
Principal



Congratulations to our London Academy of Music and Dramatic Arts students who received their examinations certificates in Autumn.

For the 6th year in a row, our Junior School pupils received 100% Distinctions. Drama and LAMDA teacher, Mrs Buckley, said, *"These fantastic results are a testament to the girls' hard work, determination and dedication. I'm so proud of their creativity and positive energy!"*

Senior School girls also achieved a majority of Distinctions and Merits in their LAMDA results, in monologue and duologue acting, group acting, reading and public speaking across Gold, Silver and Bronze, Grade 4 and Grade 5 certificates.

An interview with MR GRIFFITHS



As the Christmas holidays ended, a new Principal started their journey at The Mount School. Mr Griffiths was drawn to the prestigious role of headteacher due to the Quaker ethos and the School's famous history.

The Quaker ethos in particular made it easier for Mr Griffiths to accept the job, *"the fact that the ethos actually resonates across all sections of society makes it very easy to support."* Mr Griffiths really supports the principles of honesty, openness and sustainability that come with Quakerism.

The all-girls aspect of The Mount is not unfamiliar to him, due to his sister also attending an all-girls school, and himself attending an all-boys school at a younger age.

"I was very lucky I went to an all-boys school. The attention to detail and focus on each individual that single-sex schools provide really adds significant value to an education."

Mr Griffiths has great admiration for the calm atmosphere of The Mount, as well as the great academic outcomes, "I have yet to see somebody come through the gate in the morning without a smile on their face, which speaks volumes about the school's supportive environment."

Travelling has always been a major part of Mr Griffiths' life. He was born in Hong Kong, attended a boarding school in the UK before returning to Hong Kong in 1997 for the Rugby World Cup Sevens. *"Whilst on a sports tour in Canada I saw the Niagara*

Falls, a memory that has stayed with me throughout my whole life." Iceland's untouched region and extensive geographical features is another location favoured by Mr Griffiths. The Borealis Academic Society, an expedition programme created to further student knowledge of Arctic realms, was introduced to the school by Mr Griffiths. There is a planned expedition to Iceland this summer, and an expedition to Greenland is planned for 2024.

Mr Griffiths finds that forgiveness is an important lesson for everyone and when asked who he would spend the day with (past or present), Nelson Mandela was the obvious choice to him, *"Because no matter how many people mistreated him, he always forgave them. That level of forgiveness is a lesson to us all. When he came out of prison, he forgave people and devoted his life to creating a better world. If he were someone you could spend just an hour with you would not stop asking him so many questions about how and why he took that level and approach."*

Mr Griffiths' love of maths, chess and team environments drew him to love Rugby. He has worked as a coach for a numerous

amount of teams and appreciates that you are always trying to find a numerical advantage on the field, *"That level of strategy in a game is quite unique."* Mr Griffiths often finds himself struggling to have a favourite Rugby team but when he does, the team is often the underdog. Whilst in school, the Welsh rugby team rarely won, but it never stopped him from supporting them, something he takes pride in due to Wales' frequent successes in recent years.

By Milly, Year 8

Milly's full article will feature in the next edition of *Tramlines*



What three things would you take to a desert island?

Food, my family and the ability to call anyone to ask them to come and rescue me.

Do you have any pets?

I have a beautiful German Shepherd called Rosa.

What's the best piece of advice you've ever been given?

In order to know the road ahead, ask whoever's coming back.

EUROPEAN DAY OF LANGUAGES

The European Day of Languages, celebrated in September, gave our Modern Foreign Languages department the chance to create an entire week's worth of activities for the whole school to celebrate and promote multilingualism.

In the Junior School, girls had a fun Zoo Challenge, where they became language detectives. In five languages, they sorted words for animals and had to use their de-coding skills to look for patterns. They talked about why the word for 'elephant' was the same in all five languages, and why the word for 'bird' was different in all five.

Girls in Years 7, 8 and 9 took part in an Escape Room activity that required linguistic skills to unlock each clue. Year 7 had an additional challenge to identify key words in a sentence which appeared in different languages, for instance in Italian, Portuguese and Swedish.

A fun QR-code game in the Senior School combined QR codes with Eurovision Song knowledge. Girls from Junior through to Senior School decorated an outline of their hand in a way that celebrates languages.

The week gave us all a chance to reflect on why languages are worthy of celebration and recognise the wide range of languages spoken by pupils and staff across the entire School.

In other language activities this year, Year 9 German pupils were challenged to create their own games that help practice the use of verbs. The girls enjoyed sharing their games and putting them to the test. ***"It was a fun way to familiarise ourselves with German,"*** said Molly.

EYFS and Reception children have enjoyed their French lessons with our specialist language teachers. They learn numbers, colours, greetings, days and, of course, how to talk about the weather. ***"They love most singing and rhymes,"*** said Mademoiselle Weller. They also enjoyed a visit from Jasmine, a College Boarder, to mark Lunar New Year. Jasmine played the Pipa for the children who were captivated by the instrument.



CHILD OF THE YEAR AWARD YORK PRESS COMMUNITY PRIDE AWARDS

Congratulations to Milly (Year 8) who was named joint winner of the Child of the Year award at the York Press Community Pride Awards 2021. *"I am really excited and so pleased about this, because everything I have done has helped a good cause."* 11-year-old Milly's win recognises her marathon cycling effort during the Spring 2021 lockdown to raise funds and awareness for York's homeless community. *"Over Christmas I noticed the number of homeless people on the streets in town and thought how hard that must be."* She asked for sponsorship to raise money for Safe and Sound Homes (SASH) York. SASH said, *"Every penny raised by super fundraisers like Milly really does make a huge difference to local young people."* Well done, Milly!



The Mount Community wishes Ms Richmond a fond farewell.

At the end of the Autumn Term, The Mount community said farewell to Adrienne Richmond, who after 6 years as Principal of The Mount and a teaching career spanning 34 years, retired from the teaching profession.

During Ms Richmond's final Morning Meeting the College Leadership Team presented her with a card signed by the Senior School girls and spoke about their memories of Ms Richmond.

"Ms Richmond has made some superb developments to The Mount, adopting our key school beliefs. Throughout the current events, Ms Richmond has made effective and positive contributions to our changing world, aiming to raise awareness regarding important global issues that we as young women should be concerned with. I have personally really appreciated her weekly morning meetings, which cover environmental issues and women's rights." Abigail, College II

"Ms Richmond has done so much for The Mount including helping strengthen the amazing community we have. One of the School aims is to enable girls to have the 'freedom to flourish in a calm and caring community', something which I think we can all agree the School has achieved. One of the ways in which Ms Richmond has allowed the CLT to personally flourish is through our weekly meetings and the individual guidance she provides." Sophie, College II

"'Respecting and valuing each individual' is one of the key values of the School and Ms Richmond has been a fitting example of this. Little gestures like sending handwritten postcards and making time in her busy schedule to have appointments has enabled girls to instantly feel part of The Mount community. Ms Richmond has created a safe environment where students feel confident to be themselves." Mary, College II

In the Junior School, Ms Richmond was proudly presented with handmade cards and messages of thanks and good luck. The Reception and Year 1 card featured self portraits of each pupil along with the message: **"Thank you for being our Principal. We will always remember having cookies and juice with you in your study!"** The older girls made their own card replicating the School logo. Ms Richmond thanked the girls and commented on, **"what an honour it has been to watch you grow up into confident young girls,"** with many of them joining The Mount during her six years.

It has been a tradition at The Mount School York for many years, for the outgoing Principal to have a portrait painted and displayed in the School. Ms Richmond's portrait was completed by local artist Lucy McElroy.

At the start of the process Lucy met with Ms Richmond to find out more about her and her preferred style, *"I really enjoyed the photoshoot with Adrienne and was inspired to hear her speak about the type of role model she has aspired to be for the girls and the importance she places on developing the whole person. I feel so privileged to have been asked to capture her likeness and to create an image by which she will be remembered for a long time by so many."*

Lucy produced a wonderful 40cm x 50cm oil painting on linen, which was unveiled to the School in Ms Richmond's final week in December.

"Lucy has done a fantastic job," commented Adrienne Richmond. *"It is truly an honour to be portrayed in the company of the custodians who came before me."*

"I am so very pleased that Adrienne is happy with her portrait. It was a fantastic opportunity for me to be asked to make it for The Mount School and I have hugely enjoyed the whole experience," added Lucy.

You can find out more about Lucy's work on her website www.lucymcelroy.co.uk





What is the

CREATIVE CURRICULUM?

For girls in The Mount Junior School the afternoons are handed over to the 'Creative Curriculum', known as 'Explore, Discover, Create' (EDC). This covers the traditional subjects of History, Geography, Science, Art, Design Technology and Music, but taught in a thematic way. We spoke with Jan Wilson, our EDC Curriculum specialist, to find out more about her lessons and how they benefit our young girls.

What is the Creative Curriculum?

The Creative Curriculum is all about Creative Thinking. Exploring, discovering and creating with your mind, thinking, questioning, and experimenting. It is about encouraging the girls to think outside the box, giving them opportunities to develop and express themselves, and their ideas, in new ways. In fact, we don't just encourage girls to think outside the box, we encourage them to destroy the box!

Why teach a Creative Curriculum?

One of the biggest challenges facing parents and teachers, is raising children to live and work in a world that is going to be very different to the one we live in. The Creative Curriculum is designed to focus on developing 21st Century skills – using your imagination, problem solving, independent thinking, learning from your mistakes and digital literacy.

I like to compare the Creative Curriculum to going on a weekly journey. How they reach that destination and show us what they know is up to the girls!



How do the lessons look in practice?

I like to compare the Creative Curriculum to going on a weekly journey. At the beginning of the week, we start with the area we are going to visit, this is usually a learning challenge or big question. Then

we give the girls a map and all the equipment they need – this is the background information or content. Finally, we give the

girls a destination, this is an open-ended task which we call a 'Creative Learning Challenge'. How they reach that destination and show us what they know is up to the girls. Sometimes they will follow my guidebook, other times they go off on a diversion!

Can you give us a recent example of this journey?

One week our big question (or expedition) was 'What was the role of women in World War II?'. At the start of the week each girl received a letter offering them a particular job and some training in that role (their map). After learning all about their job roles, they were asked to inspire other women to join them (their final destination) and of course they were encouraged to be creative in their thinking! Some girls made a propaganda movie, some made an animation, and some made posters. Others created a newspaper article or set up a market stall and handed out leaflets. Whatever their approach they all demonstrated a clear understanding of the roles of women during WW2 and how this was a pivotal moment for social change and empowering women.

How much help do you give them reaching their final destination?

My role is to build up an excellent relationship with the girls, to allow them to take responsibility for, and an active role in their learning. I often learn alongside them! There is obviously a progression of skills/content underpinning all of this and I am continually assessing their learning, scaffolding, questioning and providing support where needed.

How does the Creative Curriculum work alongside traditional teaching?

I think girls at The Mount get the best of everything! The variety from the Creative Curriculum combined with the structure of their morning literacy and numeracy lessons and adventures beyond the classroom through activities, outdoor education and trips, provides Mount girls with everything they need to keep them engaged, eager and excited to learn more.

Read the full interview at mountschoolyork.co.uk

Explore, Discover, Create

THE JOURNEY BEGINS . . .



The Junior School's Creative Curriculum journey begins in the Early Years. Rachel Capper, Head of Junior School and an Early Years Specialist explains how

exploration and discovery is key for the younger years.

"We want our girls to be adventurous in their learning and embark on exciting discoveries that will help them to find their place in the world. Young girls are naturally curious and this needs to be nurtured by providing them with a learning environment where they have the confidence to ask lots of questions and have a go at new experiences. By doing so, they begin to challenge the world around them and take risks which propel them further into their learning journey," explains Miss Capper.

"In the Early Years, girls are given the time and space to discover. They are encouraged to be curious, ask questions and work things out for themselves. Our classroom environment supports this by providing open ended resources and space for them create their own play, invent and solve problems. By using natural resources and loose parts in their play, the girls can use their imagination and take their learning in any direction they wish, rather than being restricted with resources and toys which pre-determine their play. For example, when marking Remembrance Day girls created poppy artwork from a range of different materials to express their own ideas. The results demonstrated the girls' different personalities and styles."

This is balanced with sensitive, adult intervention ensuring the girls develop the skills and knowledge they need to be able to make their own choices and become confident and ambitious learners.

"Our Explore, Discover and Create curriculum is exciting, inspiring and based on real life experiences. Our cross curricular themes, allow girls to learn about life and changes within living memory and our diverse community. In the Autumn Term girls enjoyed speaking to members of their family and members of The Mount School community to look at changes in culture. Through this project-based approach, the girls learn to be collaborators, innovators, leaders and risk takers."



Putting the SUPER in CURRICULAR

"It sounds like a once in a lifetime opportunity. It sounds like it's going to be amazing," enthused College pupils following a presentation on the new Borealis Society.

The introduction of The Mount's Borealis Academic Society and the Borealis Expeditions heralded a new era in super-curricular enrichment and academic excellence for The Mount. Introduced by David Griffiths and led by Nigel Bidgood FRGS, the Borealis Society is a super-curricular programme, extending academic learning outside of the classroom and into real world. Putting pupils in scenarios and situations that will make an indelible impact on a girl's curriculum vitae. The first expedition will set off for Iceland in Summer 2022, pupils will take part in a mountain expedition where they will take on physical challenges, study academic topics and attend a reception at the British Embassy in Reykjavik to meet the UK Ambassador to Iceland, who is a former pupil of the Mount School. This year's trip has been made available specially for the sake of College II girls who, due to the pandemic, missed the traditional international trips during their time in Year 11 and College.

"Academic enrichment, blended with co-curricular activities such as music, performing arts, drama and sport, create a powerful holistic educational entity," explained Mr Griffiths to parents when he took up the post as The Mount's 20th Principal. "We don't know what the future society looks like exactly. So as educators we need to provide our children with a comprehensive education and the skills and emotional intelligence to adapt to the needs of our society."

"I believe in the power of super-curricular activities, those that promote academic learning and enquiry beyond the confines of the classroom and the curriculum. I am developing and introducing a whole range of opportunities of this ilk at The Mount."

"We develop our pupil's talents by encouraging them to take part in Fine Art exhibitions, drama and dance productions and in our vibrant music programme. Our children also explore the world, through our Model United Nations programme, Peace Jam Curriculum and a wide range of trips and overseas expeditions. They develop cultural interests, participate in academic competitions, and undertake adventurous experiences. They discover their voices and how they can make an impact by being members of active committees and councils."

"The spin offs in terms of UCAS applications and job interviews are, of course, superb. This applies to the actuality of having taken part and to the more subtle effects on the development of an individual's personality and character through these activities."

There are many opportunities to stretch and challenge girls across the entire school, such as Ballet, Creative Writing, Gardening Club or Percussion Group in the Junior School to Court & Law, Engineering, Orienteering, Production to Wind Band in the Senior School. Here are just some of the activities beyond the classroom that have taken place this year.



The Senior School Eco-Committee agreed upon different tasks for each Year group to demonstrate commitment to improving the School's environmental performance.



Junior School gardening club develops the girls environmental awareness. They work collaboratively to tend to their garden.



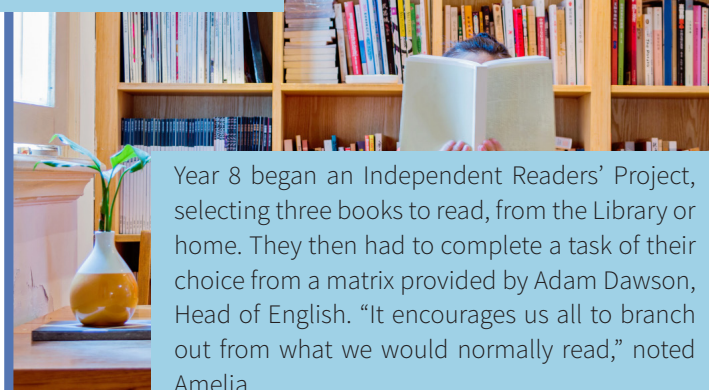
Year 7 - 9 to acted as film critics for a day as they watched and judged entries from York's BAFTA-accredited Aesthetica Short Film Festival.



Debating Society host a Hot Air Balloon Debate. Who deserves their space in the balloon and who is going overboard?!



Olympic rugby coach, Euan Mackintosh, who coached the China Women's rugby team to seventh place in Tokyo, visits The Mount. Euan, now the New Zealand 7's skills coach, gave the benefit of his expertise to A-Level Psychology and PE students, GCSE PE students and put Year 9 and Junior School girls through skills training.



Year 8 began an Independent Readers' Project, selecting three books to read, from the Library or home. They then had to complete a task of their choice from a matrix provided by Adam Dawson, Head of English. "It encourages us all to branch out from what we would normally read," noted Amelia.



Artists have enjoyed the Life Drawing classes, which are held on a Saturday and are now open to Year 9.



Sophie (College I), launched the School's Medical Society, inviting speakers from the Medical, Nursing and Veterinary professions to talk to girls about their work and respective career paths



The Junior School Sport Committee is chaired by Year 6 girls who hosted an enthusiastic discussion about different ideas for raising the profile of Sports in the Junior School along with the School mascots.

Court Club hosted an exciting mock trial run by visiting magistrates from North Yorkshire Magistrates Courts.



The Results are in . . .

Whether it's a cross country race, a challenge in School or an external event, competition occurs a lot when children are growing up and it is an integral part of the workplace too. It is therefore important to prepare children to have a good understanding of competition and the right level of competitive behaviour. Allowing children to become accustomed to wins and losses can help them significantly in the future.

Competition is a fun and healthy way for girls to test themselves, stretch their abilities and step out of their comfort zone. Taking part in competitive activities helps develop skills such as determination, perseverance and resilience.



Mount girls have pushed themselves in many different challenges this year. The results of which began from the start of the Autumn term, when the winners were announced of the Summer term's Creative Arts Festival's Murder Mystery creative writing competition, judged by visiting author Daisy May Johnson. Congratulations to Amelia, Chloe and Lizzy for their winning entry.

The Christmas card design challenge attracted many beautiful entries from all year groups. Congratulations to Angelina (Year 8) for her outstanding drawing of the School within a decorative Christmas wreath, which was selected to be the Principal's Christmas card. All entries were displayed in a gallery and each entry won a House point. The House Christmas Quiz was also much enjoyed by Senior School girls with many diverse rounds!

Mount pupils also entered many external competitions. Molly and Emilia (Year 9) represented The Mount in the York Civic Trust Public Speaking competition on the topic "What should be done with York's empty shops?"

Dancers from Junior School through to Senior School took part virtually in the Northern Schools Dance Competition, which was again online. Congratulations to all of our soloists. Lilia (Year 10) was awarded second place in her category, Scarlett (Year 10) was awarded 3rd place and Ava (Year 10) won the Audience Choice Award. Angelina (Year 8) also won the Audience Choice Award in her category.

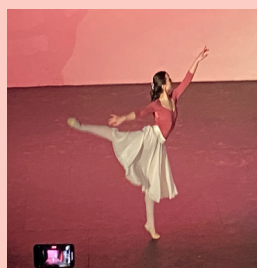
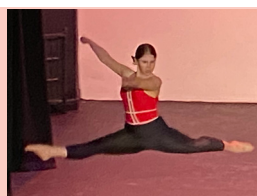


Junior School's Creative Writing Club entered the Young Writers Competition writing a poem celebrating themselves in verse. Their poems are now published in an anthology, This is Me, which is proudly displayed in the Library.

In Chemistry, the School entered a team in the regional Top of the Bench competition by the Royal Society of Chemistry. Congratulations to Flora (Year 9), Seren (Year 9), Emma (Year 10) and Ellen (Year 11) who achieved a respectable place amongst competing schools. Well done also to College I Chemistry students who took part in the 54th International Chemistry Olympiad, in a very challenging 2-hour paper.

Perhaps the most rewarding aspect of competition is the camaraderie and support the pupils demonstrate. They all cheer one another on and learn to understand taking turns, encouraging others and how to display pride and empathy.

dance dance dance SHOWCASE



View highlights at
mountschool.york.co.uk

Outdoor Learners

Children learn from the world around them - the outdoor environment ignites their curiosity. Early Years & Junior girls spend one morning a week in our on-site woodland area, where they are given freedom to explore, discover and create. Through play, exploration and adult led activities, they are encouraged to make their own choices and think for themselves. They enjoy activities such as building their own dens, inventing potions and creating land art. Through these experiences they develop skills across all areas of the curriculum, positive relationships and become active learners.



The Mount School Players present *Alice's Adventures in Wonderland*

Congratulations to The Mount players and crew who staged two fantastic performances of *Alice's Adventures in Wonderland*, adapted from the beloved tale by Lewis Carroll.

The show was meticulously adapted to Covid times to ensure the show would go on! Mrs Buckley wisely chose to cast three girls to play Alice, and pace the action so that any absences, changes, or restrictions would be seamless.

Hannah, Harriet and Romey, led the cast as Alice. They all looked every inch the part, spoke with clarity and expertly depicted Alice's innocent inquisitiveness. The simple transitions between the actors were barely noticed and it was not until all three took to the stage at end, that you consciously realised the role had been shared – not an easy feat!

The famous Madhatters tea party was a particular triumph. The planned chaos during the scene change set to Pink's *Get the Party Started*, energetically set the scene. Katelyn's bonkers March Hare played very naturally alongside Lily's impressive Madhatter. Nessa, who was fully committed to her role as the sleepy Dormouse complete with squeaky voice added to the mad trio.

The crew must be praised for the clever use of staging and effects. The lights and smoke accompanying, Abigail's wonderfully hippy-esque pipe smoking Caterpillar helped bring her scene stealing portrayal to life.

From there the stand out performances kept on coming! Lilia's playful portrayal of the Cheshire Cat, Sofia's enchanting performance as the Duchess and Libby's energetic but serious White Rabbit all expertly moved the tales along. Erin's level-headed King alongside Jo's intimidating Queen of Hearts made the perfect partnership and Kay's facial expressions alone portrayed the struggles of the Knave of Hearts throughout the trial scene.

But really it was the beautifully directed

ensemble who were the stars of the show. The episodic nature of Alice lent itself well to scenes in groups with plenty for everyone to do. The slow-mo *Chariots of Fire* style race and the underwater scenes were a joy to watch. Every performer who took to the stage was fully committed and remained in character, even those with no lines wowed the audience with their expressive facial features and reactions.

When the whole company was on stage – as in the trial scene at the end – the sheer theatrical vibrance was uplifting. Everything and everybody was totally integrated into the action. It was the hugely energetic cast that left audience both moved and excited and as Taylor Swift sang at the finale, feeling they had indeed '*found wonderland*.'

The staging of the production was truly a team effort. Berlin (Year 10) created the promotional artwork, volunteers in the Art Department created the larger-than-life sets and the colourful headdresses depicting several different birds, and our boarders used their free time to help create costumes.



"Who cares for you? You're nothing but a pack of cards!"



To view more photos visit mountschoolyork.co.uk

The Mount Junior School Presents

TREACHERY

AT TRAITORS' QUAY

MONDAY 23 MAY



kindness

/ˈkɪn(d)nəs/

noun

the quality of being friendly, generous, and considerate
“she thanked them for their kindness and support”



Kindness holds a special place at the heart of The Mount's community. Older girls are compassionate, friendly and capable role models to younger ones, who in turn are inspired to grow up to be kind role models themselves.

In an age old Mount School tradition the College Leadership Team (CLT) allocated College Nutcrackers to their respective Year 7 and Year 8 'nuts'. The College Nutcracker acts as a mentor to the younger pupils. The CLT organised for the girls to meet at the end of September outside the College Common Room for hashbrowns over Choc Lunch to see how the new academic year had begun. The girls arranged themselves to meet up from time to time after that and in the run up to Christmas, invited their nuts to join them to decorate Christmas cookies, which was a lovely way to ring in the festive spirit.

In the Junior School, the Wellbeing Buddy programme provides similar activities. Year 6 girls relish their role as the oldest in the Junior School looking after the younger children, they particularly enjoy helping them with their reading. ***“Before meeting my Wellbeing Buddy, I wrote her a letter so that her parents could understand what it was all about. She wrote me a letter back with a picture she had drawn of her and me,”*** said Edith in Year 6. Junior School Wellbeing Buddies have accompanied each other on many occasions since, such as October's Quaker Walk.

Once the new Senior School House Captains were announced in February, the Houses met to discuss ideas for the Spring Term House Music Competition. They were joined by their

Junior House Captains, who not only found the experience very interesting but began to get familiar with the Senior School girls and surroundings,

When Year 9 were tasked with creating their own Museum of History, they kindly invited the Junior School girls to visit. The first group to visit was Reception, Year 1 and Year 2, escorted by their respective Year 6 Wellbeing buddies, who took them around each display and made sure they understood the activities. ***“It was lovely to see Reception listening attentively and how much care the Year 9 girls took with them. They have some great role models to look up to,”*** said Ms Capper, Head of the Junior School.

A further excellent example of a kind role model was Sophie (College I) who runs the Medical Society. She alerted Ophelia (Year 11) about a Veterinary Science Summer course run by St Katherine's College, Cambridge. ***“I wouldn't have found it without Sophie. It was nice of her to think of me,”*** said a grateful Ophelia after she had successfully enrolled in the course.

This mentoring kindness continues beyond the school years. Old Scholar Yaasameena Malik (2000-2012), a specialist neonatal nurse was happy to help Gemma (College II) who is pursuing a career in Medicine. ***“She gave me a different insight into maternity that I hadn't considered,”*** commented Gemma. There are a wealth of former pupils who regularly visit School to share their knowledge and realities of life after school.

It is evident that kindness prevails at The Mount leading to the compassionate community The Mount is well known for.





Leeds Rhinos' Netball coaching

One of the most impactful developments of the academic year for team sports has been the partnership with Leeds Rhinos Netball, the superleague club, who hold a coveted place within the Vitality Netball Superleague and deliver Netball England's Performance Pathway in Yorkshire for ages U15 to U21. Leeds Rhinos players and coaches host coaching sessions on Tuesday afternoons for girls from the Junior and Senior School.

"The quality of coaching was excellent," commented Alice (Year 10) a sports scholar. ***"The Leeds Rhinos coaches quickly spotted ways to help us improve and it felt like the session was really centred on helping us."***

The Netball season has progressed extremely well, thanks to the additional specialist coaching and a full list of fixtures. Matches were played against All Saints, Bootham, Durham, Fulford, Harrogate Ladies', Read and St Peters.

**For more sports stories, fixtures and results
visit mountschool.york.co.uk**

SPORTING ACHIEVEMENTS

One of the many advantages of a Mount education is that no Saturday lessons leaves pupils free to pursue other interests on a weekend, which is why we count so many elite athletes and performance artists amongst our current pupils and old scholars.

In individual sports, Libby (Year 10) took gold in the 50m butterfly and silver in 100m backstroke and 50m freestyle for her swim club.

India (Year 6) won double gold for her swim club, in the individual medley and the team relay, and double silver for breaststroke and front crawl.

Izzy L (College I) won gold in the U20 women's pole vault at the North Yorkshire Indoor Championships and also took bronze in the U20 women's 200m.

Lucy (Year 9) and Libby (Year 10) both represented The Mount in the North Yorkshire Schools Cross Country regional finals. Lucy also ran in the Northern Runner League Cross Country in Richmond, finishing a respectable 10th place.

Rosie (College I) qualified with her Royal Yachting Association's Powerboat 2 Certificate and is in the process of qualifying with her Dinghy Instructor's Certificate.

Alice and Molly M (Year 9) represented the School in the National Schools' Equestrian Association and Molly qualified for the national finals. In May, Molly and her pony, Tops, will compete in the Eventers' Challenge Championships in Hickstead.

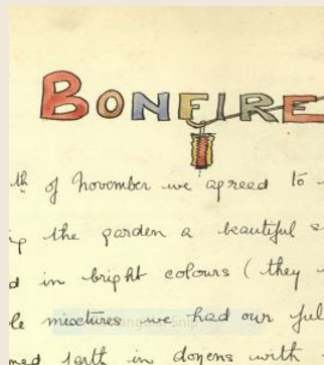
Mount School Traditions

With the fast pace of modern life and so much happening each term in school it is often easy to forget the The Mount School has been established for over 200 years. In those 200 years the school has created lots of traditions. The traditions of The Mount were the subject of both a Morning Meeting hosted by Year 11 in October and a Virtual Mount Old Scholar's Association Meeting in December.

Games in the Dark

When you ask any Old Scholar about traditions the first answer is usually Games in the Dark. The games were first introduced at the beginning of World War Two. Blackouts during the war meant boarding staff had to think of ways to entertain girls in the dark and so Games in the Dark were created!

Games in the Dark is now organised by Year 11 pupils. It is their final collective task of the academic year before they dive into the rigours of preparing for GCSEs. This year's theme was 'Escaped Convicts.'



Bonfire Traditions

Bonfire Night celebrations were reinstated at The Mount after World War II. The oldest and youngest girl would be given the task to light a fire on the hockey fields. This was an event that carried on for years until Risk Assessments were required and it was decided bonfires were not the safest events for young girls! Instead, today the oldest and youngest girls in the Senior School are given the task of pressing the remote control that starts the firework display.

Carols on the Stairs

In the 1970s and 1980s, when The Mount was a full boarding school, on the last evening before term ended for Christmas each Boarding House had their own Carols on the Stairs service organised by the Housemistress.

The tradition remains in The Mount's Boarding Calendar and takes place on the central staircase in the last week of term.



College Pantomime

The College Panto also takes place in the last week of term. This has been running for more than 100 years and it is an event that allows College I to work together for the first time. They are responsible for everything, the script, the costumes, and the props. It is a fun tradition that unites the year group and gets everyone in the Christmas Spirit.

Boarding & Beyond!

With the arrival of 10 new girls at the beginning of the Autumn term, and restrictions on activities beginning to lift, the boarding community is as vibrant as ever before.

Cultural trips, such as the visit to York Art Gallery, a trip to watch Katelyn (Year 9) in *The Missing Peace*, and a night to listen to a Tchaikovsky and Beethoven recital were a great success, in addition to thrilling outings to Flamingo Land, Alpamare Water park, Go-Karting and the Mindlock Escape Rooms.

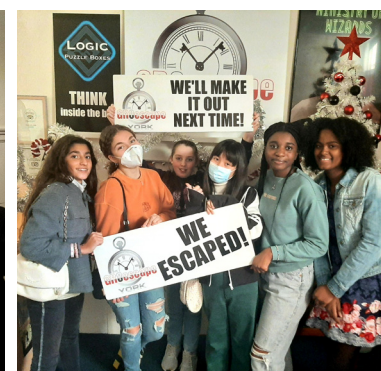
Sleepovers were also hosted for Year 9, 10, 11, and College pupils. The girls particularly enjoyed their outings to the Quaker Meeting House with Principal David Griffiths, and enjoyed the lunch provided afterwards just as much!

Emma (Year 7) enthused: ***“Alpamare was super fun, the outside pool was the best part. I really want to go again!”***

Elisha (Year 10) said: ***“I loved Go-Karting, it was amazing!”***

The festive season was celebrated with a range of seasonal activities, including the Secret Santa gift exchange, a Christmas meal, Carols on the Stairs, a visit to see *‘Elf the Musical’* and a disco. Rumour has it that even boarding staff joined in on the dancing! The Mexican Dia de los Muertos festival and Lunar New Year were both heartily celebrated with traditional make up, decorating of lanterns and a meal out to Red Chilli Restaurant.

A new activity schedule was implemented after Christmas to keep the girls active and engaged. Girls now regularly enjoy playing *Just Dance!* on our new televisions, cooking, baking, arts and crafts, board game nights, and topical discussions themed around ‘The Week’. Head of Boarding Jo Atkinson commented: ***“Being able to dispense with the need for year group ‘bubbles,’ the start of the Autumn Term has brought Activities back ‘full throttle’. Due to staff and pupils’ enthusiasm we have been able to take some of the weekday Activities eg. Life Drawing and slot them into weekends when girls can embark on longer length sessions with fresh eyes, enabling a more immersive learning experience.”***





Mount Musicians Tune Up

Nearly everyone enjoys music, whether by listening to it, singing, or playing an instrument. Music can enrich students' lives and education in many ways. There are many benefits to music training from helping to develop language and reasoning, improving memory, increased coordination and boosting mental health.

Junior School have taken part in three music workshops, a Violin workshop with Mrs Bembridge, a Brass session with Mr O'Farrell and a choral workshop with the Yorkshire Youth Choir. The workshops are designed to ignite musical passions and certainly have done. Edie in Reception has become the youngest pupil to take up violin lessons and the newly-formed Recorder Group performed admirably in the Junior Autumn Term Informal Concert.

Music is also a key part of the Junior Creative Curriculum. In the Spring term, the girls focussed on how, even when someone suffers from dementia, the brain can remember music. Inspired by the story of Paul Harvey, who went viral when his son Nick posted a video online of an 'old party trick' where Paul (a former music teacher living with dementia) composed a song from just four notes. They were tasked to 'create emotion using four notes'. The girls had the freedom to show their learning in any way they chose. Some used their instrument and combined it with GarageBand or they recorded a more traditional piece using just instruments.

There was huge excitement in Senior School Music when new iMacs arrived in the Music Technology room. *"The girls can now write much more complex harmonies and melodies and explore timbres of instrumental families which we were unable to access before,"* explained Mrs Derbyshire, Head of Music.

The Christmas Concert was the final concert for Adrienne Richmond, who sang with the Chamber Choir to perform *In Paradisum* (G. Faure) and *Las Mananitas* (trad, arr Francis Nunez). Ms Richmond's final performance with the Choir was at the Christmas Meeting when she joined them for pieces from the Manchester Carols. At Christmas Meeting we also had the treat of a solo by National Children's Choir chorister, Isabelle (Year 6) who beautifully sang the solo for *Once In Royal David's City*.

The Senior Choir enjoyed invitations to perform at public events, something that has not happened since before the pandemic. They performed at the Living North Christmas Fair at York Racecourse, Harewood House and The Ivy before the Christmas Concert and Christmas Meeting.

The Spring Term Music Recitals included fantastic performances by Madeleine (Year 11) on the violin, Nessa (College I) on recorder, Yuki (College II) on piano and flute, Jasmine (College I) on pipa and piano solos.





“The girls were a joy to talk to, all the guides agreed they had enjoyed showing them round and were impressed with their level of knowledge and subject.”

So wrote a member of staff from the Yorkshire Air Museum, Elvington after Junior School girls had visited as part of their studies of World War II.

“I liked that we could actually see what Ms Wilson has been talking to us about,”

enthused Hope (Year 4). Demonstrating that trips are an important part of school life, for academic enrichment helping to bring to life the lessons being taught in the classroom. Junior School girls also took a walk to the River Ouse where they were fascinated to learn about the geography and history of the river. They were later astounded, back at school, to see video footage of the very areas they had visited, and so could fully visualise, submerged under floodwaters. This led to very interesting discussions during the week of the COP26 conference.

GCSE and College Artists visited the Yorkshire Sculpture Park as part of their coursework. ***“The range of materials and sculptural forms was breathtaking,”*** exclaimed Izzy (College I).

School trips are not only for educational benefits, they also encourage socialisation, helping girls to build friendships, get to know teachers in a different setting and to learn team skills.

Carlton Lodge Activity Centre hosted Year 7 for their icebreaker residential. This

year they were joined by Year 8 who had missed out on the residential aspect of the trip last year. This trip is more than just an ice breaker, as the girls take on physical activities and challenges designed to push them out of their comfort zone. High ropes, water sports and balance activities were just some of the challenges the girls faced. ***“We faced some of our fears,”*** explained Josephine (Year 7).

Mount girls have a particularly good reputation for exemplary behaviour when out and about. In the same week the Juniors visited Elvington, Senior Netball tour went to Boreatton Park, Shropshire for a tournament against four other schools from around the country. ***“The girls were superb ambassadors for the school, both on and off the court,”*** said a proud Mrs Greenwood. No wonder they were awarded the Umpires Team of the Tournament for showing respect, determination and fair play.

Trips to the theatre are academically beneficial but also a simple delight. Year 11 took a trip to London’s Almeida Theatre to watch a critically acclaimed production of *The Tragedy of Macbeth* in London, starring Saoirse Ronan. Year 10 Drama watched *Wuthering Heights* at the York Theatre Royal. Our Boarders laughed along to *Elf the Musical* at the York Grand Opera House and supported our very own Katelyn (Year 10) at the Joseph Rowntree Theatre in *The Missing Peace*. ***“It was great to see Katelyn in a play! The story was sad, but the acting really good,”*** complimented Louisa (College I).





The Junior School's Creative Curriculum achieves fantastic outcomes for girls' learning and attitude to research. The Creative Curriculum is enhanced through the Universal Design for Learning (UDL) approach.

The Universal Design for Learning removes barriers for all learners, resulting in better outcomes and improved mental health in the classroom. By using the Creative Curriculum to embrace the girls' diverse learning strengths and harnessing the entire range of thinking styles, the UDL approach allows all children an equal opportunity to access and to engage with learning materials, and to demonstrate what they know. This reduces stress and anxiety in the classroom, and actively promotes a collective enthusiasm for learning.

Assessment activities in the Creative Curriculum follow the same ethos. They are open-ended, allowing the girls to think creatively and show their learning how they wish. The open-ended nature of these tasks means girls must think carefully about what they know and transfer their learning; this means they are more likely to remember it. But most importantly, the open-ended nature of the tasks reduces anxiety. The activities are fun, and each girl can decide how she shows her learning. As she is relaxed and thinking clearly, her teacher can assess what she has learned. Reducing anxiety is a key component of the UDL approach.

Technology has introduced a fascinating new twist on our UDL approach for pupils for whom English is a second language. Using iPads teaching staff found they were able to present their materials simultaneously translated into those other languages, helping pupils to truly grasp their tasks before continuing their work in English.

We chatted to the Junior School girls about the activities they have been enjoying in the classroom this year.

Year 3 took part in an online MasterClass with presidential inauguration poet and activist, Amanda Gorman, who talked about the inspiration for her new children's book, *Change Sings*. **"The book is about her finding people to join her band. We saw that they started a song and then they changed it as more people joined. Even if you might not want change, it might be a good thing,"** said Izzy (Year 3).

Pupils imagined what would happen in the famous story if St George had not slayed the dragon. **"We have been creating a version where Princess Camelia fights the dragon instead.**

We used a thesaurus to find better adjectives," explained Agnes (Year 5).

In their World War II study, the girls were particularly excited when they researched the work which women did during the war, especially all the dangerous work, and how it all changed again when the men returned to civilian life. **"Being a Land Girl was quite a dangerous job,"** said Lia (Year 4).

"I think the most dangerous job for women was being a factory worker because they were the main target of German bombers. But they also took on the role for filling shells with gunpowder, so they were also at risk in that job," exclaimed Nora (Year 3).

Palaeontologist Dr Liam Herringshaw PhD visited in January to give a special interactive workshop on rocks and fossils for the girls' Soils studies. He tasked them to use their senses to search for clues as to whether a rock was sedimentary, igneous or metamorphic. **"It was great to chat to so many enthusiastic Earth Scientists, and get so many excellent questions. I shall definitely be using 'smushed' to describe sedimentary rocks and 'extra-smushed' for metamorphic rocks in the future!"** commented Dr Herringshaw.



Junior School 30th Birthday

Tuesday 23 November 2021 marked 30 years since the official opening ceremony of The Mount Junior School (known then as Tregelles).

In 1991, pupils buried a time capsule to mark the day. A ten pence piece, a Polly Pocket and School Prospectus were just some of the items included – you will have to wait another 20 years to find out the rest though, as it is due to be dug up in 2041!

On the anniversary, current Junior School girls and Miss Wilson, who was part of the opening ceremony, visited the site of the time capsule. The girls were delighted to listen to Miss Wilson recall the day and were intrigued to guess what items had been buried. When asked what they would put in a time capsule today items suggested included popcorn, popular music and an iPad.

The Mount Junior School girls are continuing to celebrate the milestone birthday and look back at the history of the Junior School over the academic year.

Nisha, a former pupil who spotted herself in one of the photos posted on the Mount Old Scholar's Association Facebook Group commented, *"This is so wonderful to see! I was at the burial of the time capsule 30 years ago (I'm on the front row) and remember my years at Tregelles very fondly."*



The Official Opening & Time Capsule Burial - 23 November 1991



In loving memory of Vickie Smart and Malcolm Turpin



Vickie Smart was a much-loved teacher and colleague who worked at The Mount School for over 20 years. Over her time at The Mount Vickie taught children of all ages in the Junior School. Vickie had a wonderfully positive attitude and could always be found with a smile on her face. Her sparkly personality

and bright outfits were admired by pupils, colleagues, and parents. It was perhaps this sense of style that inspired her class to devise 'Express Yourself Day', a day where pupils are invited to wear an outfit that reflects their personality. Vickie was adored by the children not just for her fun lessons but for her extra-curricular clubs, including her legendary Baking and Creating club which was loved by children and the creations appreciated by parents!

Rachel Capper, Head of Junior School comments, *"Vickie was one of the most caring and compassionate teachers that I have known, and I feel privileged to have worked alongside her. She was a gifted and dedicated teacher who was held in the highest esteem by pupils, parents, and colleagues. Part of what made Vickie a special teacher was her ability to listen and empathise with others. She went out of her way to help and support others and I know that this was appreciated by parents as well as colleagues."*



Malcolm Turpin was a highly regarded member of The Mount Community, having taken on many roles at the School. In 2020, he retired from his most recent role as Design Technology Technician, where he was an integral part of the Art and Design Department for 15 years.

Malcolm supported many students over the years with their projects and will be fondly remembered as 'Super Malcolm' with a can-do attitude. His unofficial job description extended to shoe/ glasses fixer and jewellery repairer which was appreciated by many girls. He had a wealth of knowledge and was extremely resourceful at finding the most unusual solutions to problems. His competitive streak helped prepare the girls for the competitions. Rachel Milton, Acting Head of Art & Design comments, *"Malcolm was an amazing technician with a wicked sense of humour bringing much fun to the Design Technology department. He will be remembered for his calmness when girls faced their deadlines and his energy at work. Malcolm was a kind and talented man and will be missed by both students and colleagues."*

Vickie and Malcolm will be missed greatly by everyone at The Mount School.

QUAKER WEEK

In October, girls marked Quaker Week by completing the Rowntree Quaker walk around York. The walk was a wonderful activity for the whole school to take in York's sites which are historically significant to the city's Quaker community. The Junior School's shorter walk included a visit to Friargate Meeting House with Barbara Windle, a former Principal of The Mount, whom they all enjoyed meeting.





Where are they now? We catch up with Mount Old Scholar, **VICTORIA BROWN**

Victoria Brown joined The Mount Senior School in College I in 2014. After leaving The Mount she studied Chemistry with a year in industry at the University of Liverpool, graduating in 2020 with a first-class BSc. She joined Astra Zeneca as a Global Operations Graduate Associate in September 2020.

been to you?

I think the Quaker ethos has been more influential in my life than I'd realised. It has helped me always to see the best in people which, as I have started to move into management roles, has allowed me to approach my team with compassion and empathy and offer support wherever I can.

It has also taught me to be reflective which has been so useful to me as I've started my career.

Finally I think in some of twist of fate it has drawn me to a company that shares very similar values, that puts patients first and makes sure every employee feels valued.

Through your years at university, did you feel conscious of any influences from your time at The Mount that helped you through your studies?

This question made me smile whilst reading it. I spent almost a year and half of my Chemistry A-Level in what can only be described as a confused overwhelming panic. One thing I remember vividly is, at the end of each lesson, Mrs Perks would tell us to simply, "Let it sit". At the time this seemed like crazy advice as the final exams were fast approaching and I had no idea what was going on. However, of course, she was right and it is advice that has stayed with me ever since. It is something I applied all the way through my university and in my career. If I'm ever feeling overwhelmed and something isn't making sense I get up for a while, walk away and, "Just let it sit". 9 times out of 10, I come back to the problem with a much clearer mind and a forward path.

How important an influence has the Quaker ethos

"Mrs Perks would tell us to simply, "Let it sit". At the time this seemed like crazy advice. However, of course, she was right and it is advice that has stayed with me ever since. It is something I applied all the way through university and in my career.

If I'm ever feeling overwhelmed and something isn't making sense I get up for a while, walk away and, "Just let it sit".

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

I think the moments that have most reflected on my Mount education is the last 8 months I have spent as a member of the AstraZeneca vaccine supply team. The AZ team have supplied 2.5 billion doses of vaccine to mainly low- and middle-income countries. This of course did not come without its challenges. To succeed and deliver supply to patients I needed to ensure I was resilient and focused on the end goal of doing the right thing, which are two characteristics I developed at The Mount. A positive, resilient attitude helped me overcome the numerous challenges encountered as part of the vaccine supply chain. The motivation always being that at the end of the day I was making a difference and that, regardless of the challenges we faced, we were doing the right thing.

Looking ahead, what are your hopes for the future?

My hopes for the future are that through my work in the pharmaceutical industry I can really make a difference.

I would also like to go on to be a great leader within my organisation. I have had the fortune of being exposed to some incredibly strong and talented women who have been kind enough

to mentor me and I want to be able to pay that forward someday.

Read the full interview at
mountschool.york.co.uk

Victoria and her parents
on A Level Results Day





Jo Goudriaan joined The Mount as Head of College and Head of History in September 2021. Since then she has helped College girls with revision skills, enhanced the enrichment programme and with the help of Year 9 hosted a History Museum!

What drew you to a career in teaching?

I worked with adults and young children with special needs from age 13 onwards and I recognised I wanted to work with others. I decided to train as a teacher rather than going into caring as I thought I would be able to have more impact.

What do you enjoy most about being a teacher?

Working with students – every day is different, you never know what will inspire and interest the different individuals, you also learn from them as well. It is amazing to see progress or that spark of light when they get something.

Why did you choose to teach History?

I really loved History in school. I especially enjoyed my A level coursework and to be able to study an area of History independently. I like the connections that can be made across time and how through hindsight you can see and build those connections.

What drew you to the job at The Mount?

The Quaker ethos is really important and resonates with me. I think that teaching young people to be able to be silent and to enjoy the silence is a really important lesson. Working in an all-girls school was also a draw, allowing their voice to be central in the classroom and in College. As well as giving girls leadership skills and being able to support and encourage female leadership.

What have you enjoyed about working at The Mount so far?

Working with the College girls, supporting them with developing the study skills and independent skills needed in the future.

Favourite Television Show:

The Good Fight

Favourite Songs from your current playlist:

One, Metallica
I Remember You, Skid Row
Pink, Aerosmith
- There is nothing current about my playlist!

Favourite place you have visited:

Japan – I loved the contrasts in the country and visiting Hiroshima and seeing the impact of the Atomic Bomb.

If you could meet any historical figure (dead or alive) who would it be?

Otto Von Bismarck, the former prime minister of Prussia and founder and first chancellor of the German empire.

Who are your heroes and why do you admire them?

My Husband – he took on the Polar Marathon and the Everest Marathon to show our children that anything is possible.

