

Progress monitoring inspection report

17 January 2025

The Mount School York

Dalton Terrace

York

North Yorkshire

YO24 4DD

Inspection outcome

The school meets all the relevant Standards that were considered during this inspection.

Inspection findings

Part 3. Welfare, health and safety of pupils

ISSR Paragraphs 7(a) and 7(b), 8(a) and 8(b), 16(a) and 16(b), NMS 8.1, EYFS Safeguarding and welfare requirements 3.7 and 3.76

1. Leaders have fully implemented the action plan following the previous inspection. The school's safeguarding procedures are effective in providing appropriate support for pupils' needs. Safeguarding procedures are implemented appropriately to safeguard children who may be at risk of harm. Leaders are sensitive to the particular needs of boarders and young children.
2. The safeguarding policy includes suitable definitions of abuse. It provides appropriate guidance regarding possible abuse by one or more pupils against another pupil, including linking such abuse to bullying.
3. Adults who come into contact with children receive regular formal training and frequent updates. As a result, staff are knowledgeable about changes in statutory guidance, including *Keeping Children Safe in Education* (KCSIE) 2024. They know who to go to in school if they have a concern. They also know that they can make a referral to children's services if necessary.
4. The training for the safeguarding team is up to date. Safeguarding leaders have an effective working relationship and regularly meet with external agencies, including the local authority designated officer (LADO).
5. Suitable risk assessment procedures are provided for determining where, as a result of safeguarding concerns, immediate action is required. This includes referral to local agencies. The school has an effective understanding of the local guidance on safeguarding, including reporting child-on-child abuse. Records are detailed, organised and are kept confidential.
6. Pupils receive early help to prevent issues escalating. Staff with particular responsibilities monitor children in need effectively. Suitable communication is maintained with parents. Staff are clear that they must always act in the best interests of the child.
7. Pupils feel safe in school. They are confident to speak with adults if they are worried or have concerns. They are confident that the school will take appropriate action and follow this up promptly.
8. Leaders have introduced rigorous approaches to managing attendance. The attendance policy and procedures reflect the most recent statutory guidance. The attendance policy is published on the website. Staff have received relevant training and are confident in the new procedures. Parents have been invited to information evenings and are regularly reminded about the importance of their children not missing school. As a result, attendance levels are high.
9. Leaders have introduced effective software to monitor and filter the use of the internet. Records are regularly viewed by the safeguarding team and reviewed by the IT safeguarding governor. Pupils receive guidance on staying safe and show understanding of what they have been taught, including in relation to e-safety.

10. Leaders have ensured that staff understand their role in recognising and reporting low-level concerns. Staff now follow procedures effectively. Leaders identify trends or areas in which further training is necessary.
11. Governors have received training relevant to their role. Their oversight of safeguarding is effective. It includes a formal annual review, fixed calendared check-points and random checking of safeguarding records. Governors have created a document that enables them to systematically check each area of safeguarding over the year. In this way governors are assured that safeguarding arrangements are being effectively implemented.
12. Governors and school leaders have introduced rigorous procedures to formalise the creation, implementation and evaluation of risk assessments for all trips. The risk assessment policy clearly describes the lines of responsibility. There are appropriate assessments of risk for in-school activities, school visits, and for the needs of individual pupils both while in school and in the surrounding area. Appropriate action is taken to control identified risks.
13. The school meets the Standards.

Part 6. Provision of information

ISSR paragraph 32(1)(c)

14. The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding, including attendance, are published on the school's website.
15. The school meets the Standards.

Part 8. Quality of leadership and management of schools

ISSR paragraphs 34(1)(a), (b) and (c); NMS 2.1 to 2.5 and 2.7

16. Governors have considered in detail all the action points following the previous inspection. Appropriate procedures are now implemented which allow senior leaders and governors to manage safeguarding and welfare arrangements and ensure that the Standards are met. In particular they ensure that staff understand and follow the procedures around low-level concerns and risk assessment for residential trips.
17. Governors and senior leaders regularly review policies and the manner in which they are implemented. They ensure that the wellbeing of pupils is promoted effectively.
18. The school meets the Standards.

School details

School	The Mount School (York)
Department for Education number	816/6003
Registered charity number	513646
Address	The Mount School (York) Dalton Terrace York North Yorkshire YO24 4DD
Phone number	01904 667500
Email address	office@mountschoolyork.co.uk
Website	www.mountschoolyork.co.uk
Proprietor	The Mount School York Ltd
Chair	Mr Greg Willmott
Headteacher	Ms Anna Wilby
Age range	3 to 18
Number of pupils	223
Number of boarding pupils	36
Date of previous inspection	17 January 2025

Information about the school

19. The Mount School (York) is an independent day and boarding school registered for male and female pupils. Almost all pupils attending the school are female, but the school is phasing in co-education in the junior school over the next few years. The school is a registered charity directed by a local governing body of appointed trustees.
20. The school comprises four sections: the pre-school for children aged 3 to 5 years, the junior school for pupils aged 5 to 11 years, the senior school for pupils between aged 11 to 16 years and the sixth form for pupils aged 16 to 18 years.
21. The headteacher and chair of governors took up their posts in January 2025.
22. Boarders are accommodated in one house in the main school building.
23. There are 27 pupils, including six boys, in the early years setting, which is on the main school site.
24. The school has identified 52 pupils as having special educational needs and/or disabilities. A small number of pupils in the school have an education, health and care plan.
25. The school has identified 34 pupils for whom English is an additional language.
26. The school states that its aims are to promote and nurture simplicity, truth, equality, peace, social justice and sustainability. The school's values are based on the Quaker Testimonies.

Purpose of the progress monitoring inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. This inspection was an unannounced progress monitoring inspection which was carried out at the request of the DfE. The purpose of this inspection was to monitor the progress the school has made in meeting the Independent School Standards, National Minimum Standards for boarding schools and Early Years Foundation Stage requirements and any other requirements that the school was judged not to comply with at its previous inspection.

Inspection details

Inspection dates

17 January 2025

20. Two reporting inspectors visited the school for one day.

21. Inspection activities included:

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website and provided by the school
- discussions with the chair of governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils and staff
- visits to the boarding houses accompanied by staff

- visit to the health centre.

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- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant Standards are met.
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Independent Schools Inspectorate

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