



# St Peter's School York

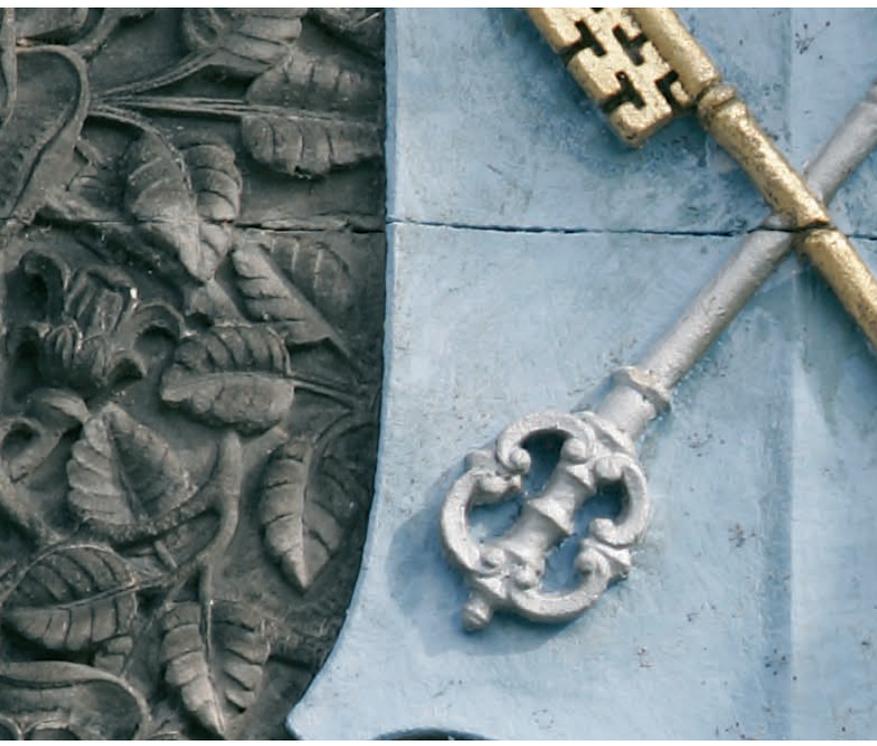
Clifton Pre-prep School

St Olave's School

St Peter's School

“The mission of the School is to encourage, nurture and challenge our pupils to maximise their potential by preparing them academically, socially and spiritually to take a constructive role in modern society.”

St Peter's School, founded in AD627, together with St Olave's School and Clifton Pre-preparatory School, occupies a unique position giving unrivalled opportunity for its pupils. It lies within a short walk of the centre of the historic city of York, close to international airports and at the hub of road and rail communications. It is one of very few schools in the North of England to offer three distinct phases of education, each sharply identified and focused towards the needs of its pupils at each age group, set within an overall context of trust, inspiration, opportunity and confidence building on a history of achievement and success for the individual. Through challenge and expectation, pupils rise above the ordinary or the merely acceptable to find their own horizons, often well beyond their expectations.



# 01 St Peter's School Overview

The School provides the umbrella of 15 years of primary and secondary education, recognising the needs and demands of three separate phases.

Each has its own ethos and distinctive flavour and is an integral part of the family that is St Peter's, St Olave's and Clifton Pre-preparatory (CPS).

CPS, for day children aged three to eight, has its own building with use of extensive playing areas, sports hall and swimming pool. The children are encouraged and supported through these early years of learning and discovery in this safe and stimulating environment.

St Olave's School, for children aged 8 to 13 years, is adjacent to the main campus of St Peter's and introduces boarding as a key element of the school. Under the leadership of The Master, the teaching staff has a focus and expertise in the 8–13 age range and guarantees subject specialism to challenge and support every pupil. Its 350 pupils and 30 teaching staff form a close bond which overcomes the sometimes described 'lost years' at 11 and 12 before transferring to the challenges of the senior school.

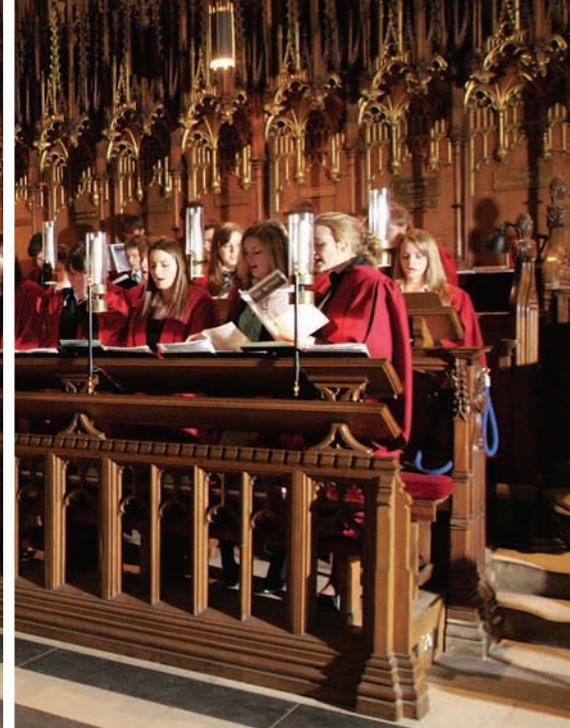
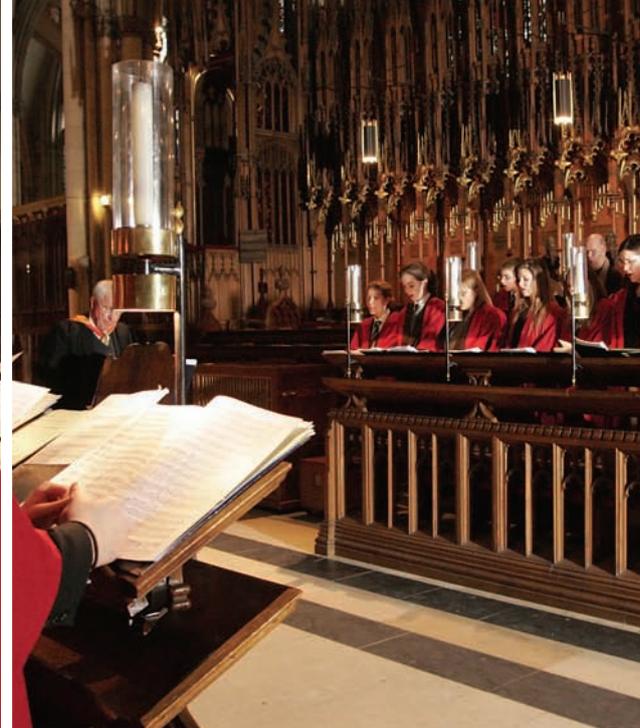
From the first year at St Peter's, pupils are based in a House system either boarding or day, where a sense of family is formed between pupils and House staff. The Head Master is principally concerned with the senior school whilst retaining a responsibility and direction for the whole School. This move to greater demands for individual responsibility and self-development is built on the firm foundations of the earlier experiences, yet accommodates and welcomes new pupils at this senior stage.

The record of success – both individually and collectively – is remarkable and throws open the possibilities for future and lifelong achievement. Although academic achievement is the principal goal, the opportunity to extend, enrich and empower the individual is crucially achieved. The School has striven for and realised a forward-looking environment of sustained care, challenge and fulfilment for girls and boys in unparalleled surroundings.











## 02 Clifton Pre-preparatory School

CPS offers the opportunity to join the School at the earliest age and continue uninterrupted to the end of school education.

CPS is a caring and nurturing environment, which makes children feel valued and happy. Teachers use the attractive buildings and play areas to the maximum advantage, teaching a broad and balanced curriculum which gives a wide variety of experiences and emphasises the importance of basic skills. The curriculum is based on the National Curriculum and Primary Strategy, but goes well beyond – both within the school day and during the wide range of extra-curricular activities and visits beyond school.

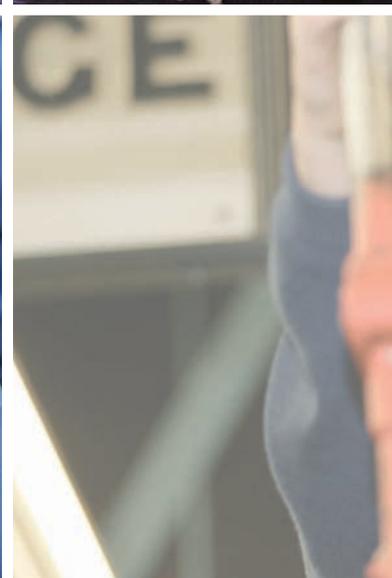
CPS offers the opportunity to join the School at the earliest age and continue uninterrupted to the end of school education. Just like St Olave's and St Peter's, CPS enjoys a separateness, a clear identity and its own House system. It allows

smooth academic progression and provides tailor-made approaches and facilities for each age group.

Music and drama feature prominently with weekly class assemblies, Christmas plays and annual concerts. Children are encouraged to express themselves, to grow in confidence and to trust those around them. The atmosphere is lively and bright, drawing out the strengths of all pupils and preparing them for the next stage of the School.

There is a strong partnership between school and parents, with regular consultations and twice-yearly reports. Parents are encouraged to make use of the open door policy with easy access to the Headmistress and staff at all times. Many parents become involved in the life of the School.





# 03

## St Olave's School

St Olave's seeks to provide challenges and opportunities for all its pupils.

It is clearly recognised that not all children have the same interests or needs but that all can be fulfilled by the breadth of the curriculum and the opportunities the extensive campus can offer.

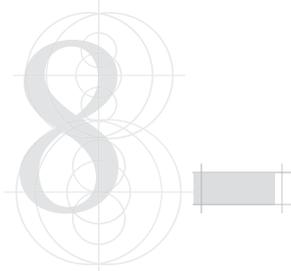
Pupils join either from CPS or a variety of maintained and independent schools after their eighth birthday. Entry is also possible in any of the five year groups as the School expands to meet demand, especially for entry at 11. There are six Houses, five of which are day Houses and one family based co-educational boarding House, where close bonds are created with the Housemaster or mistress and the teacher mentors who look after pupils for the duration of their time at St Olave's.

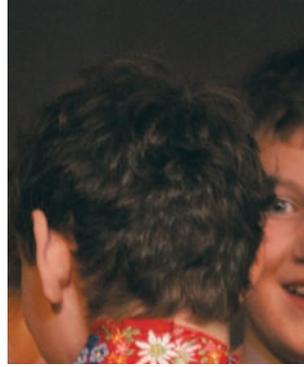
Boarding is an integral element of the School and is accommodated within a boarding House on the main school campus. Close ties are maintained with the senior school at meal times and through social activities. St Olave's

boarders are welcome to visit older siblings and many senior pupils return to maintain links with the House where their boarding experience began.

The curriculum is wide and challenging with expert teaching from the earliest age. Many opportunities exist for both recreational and competitive sport and girls' and boys' teams enjoy success both regionally and nationally. There are also numerous extra-curricular activities to choose from on a weekly basis. Music plays a central role in school life involving the full range of orchestral instruments and choirs. This leads to a rich mixture of formal and informal groups and musical drama is performed by all age groups.

St Olave's has retained a separateness – a school within a school – giving all its pupils a sense of pride and identification and it is recognised as a school in its own right, whilst playing a vital role in the success of CPS and St Peter's.





# 04

## St Peter's School

St Peter's sets high expectations for its pupils and staff and rejoices in their successes.

The range and diversity of opportunities and achievements can be breathtaking. Many who considered themselves 'average' at the outset have been carried along to accomplish those things they thought were impossible.

Underpinning all that the School does is the acknowledgement that academic rigour and challenge are essential elements. Through outstanding teaching, first-rate facilities, expectation and sheer determination on the part of its students, St Peter's achieves success across a broad curriculum.

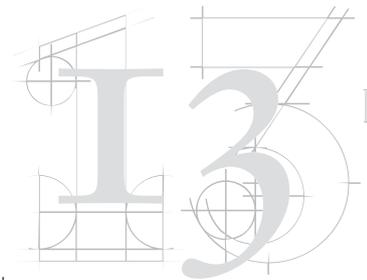
The vibrant and hugely successful boarding Houses for boys and girls lend a vitality and an extended dimension to the schools' success. Inspiration from living in close proximity to a cultured and historic city adds a richness to the pupils' lives.

The School Chapel stands at the heart of the campus and regular services give the whole School the opportunity to reflect together on the spiritual values of the community and on the meaning and significance of what is happening locally, nationally and globally. There is a thriving community

service group providing hands-on assistance within the City of York and beyond, where the needs of others are considered in many practical ways.

Sport has always played a central role in the School and both team and individual achievements are highly regarded. Rowing is an integral part of St Peter's sporting success, along with the full breadth of boys' and girls' sports and clubs. Music, art and drama are central to the cultural and academic depth of the School. The excellence of teaching and facilities allows creativity and talent to flourish.

Proud of its foundation in AD627, St Peter's acknowledges the centuries of achievement, its famous old Peterites and the unique position it holds in the history of education in Britain whilst, at the same time, being firmly rooted in a modern, tenacious and recognisable culture of high achievement for all its members. The opportunities and the achievements, nurtured and sustained through trust, opportunity and confidence, turn the learning environment into a life-forming and life-transforming experience for all its pupils.





# 05 TRUST

For it is mutual trust, even more than mutual interest that holds human associations together.

H. L. Mencken (1880 – 1956)

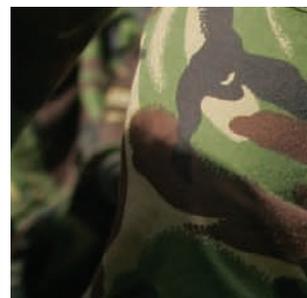
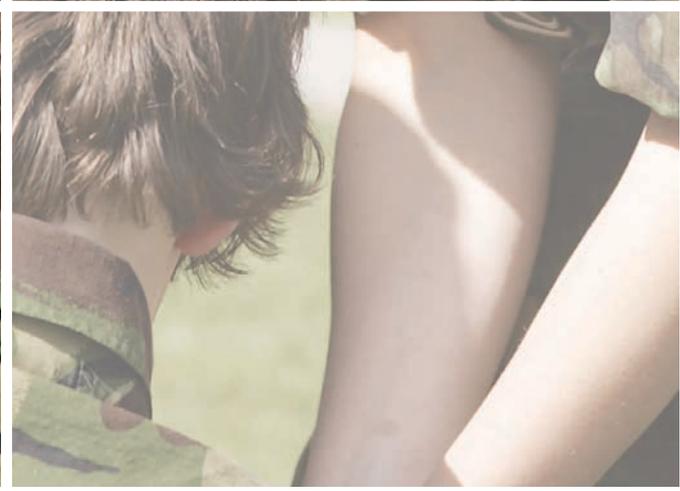
A good school is a breathing, thriving entity. Its oxygen comes from the interaction of people, colleagues and friends. As trust is built up it leads to personal success through mutual support. Underpinning and supporting the developing mind, body and spirit are the structures and firmly held beliefs of the School, giving all its pupils every opportunity to strive and to achieve.

Trust, then, revolves around people, their relationships, their interaction and the growth of spirituality, which leads to maturity. Becoming a forgiving person, one who understands the needs and aspirations of others, is the bedrock upon which this school is built. The School House system is where girls and boys learn to respect each other and come to rely upon the care and concern for their well-being shown by sympathetic and experienced House staff. Staff receive equal trust from their pupils, each getting

to know the other through the diverse ways of a stimulating environment.

From the youngest age and that first experience of the separation from home, the School seeks to teach all its members the need to work with others. Whether through class, tutor, mentor and interest groups, debating, listening in class and Chapel or informal chat, young people are lead to hear the ideas and beliefs of others and to weigh in the balance notions with which they may not agree, but which they can accept with tolerance and thoughtfulness.

Throughout, the air of trust and mutual respect – pupil to pupil, teacher to teacher, pupil to teacher and teacher to pupil – is marked and obvious. The School exists in a spirit where self-discipline replaces imposed discipline and where the confidence and trust to seek help in times of need is easily seen.



# 06 INSPIRATION

We are what we repeatedly do. Excellence, then, is not an act, but a habit.

Aristotle

No individual success ever comes in isolation. It comes from support, encouragement, the opening of horizons, awareness of others and a level of inspiration that enables greater achievement than ever thought possible.

Inspiration comes in many forms, including the inspiration of tradition and expectation. There is, within the School, no feeling of superiority or advantage, yet the expectation of what has gone before and the uplifting of the mind

and spirit, through example, inspires a confidence and self-belief that leads its pupils to succeed in many spheres.

Throughout history great minds have been inspired by curiosity and experimentation. It is an essential part of the School's mission to inspire young minds to the boundless possibilities that exist, to go way beyond the basic curriculum and to allow new ideas to be explored.



# 07 OPPORTUNITY

It is not enough to open the gates of opportunity. All of our citizens must have the ability to walk through those gates.

Paul L. Fisher and Ralph L. Lavenstein

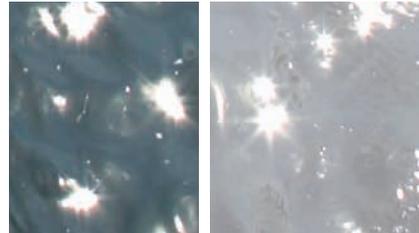
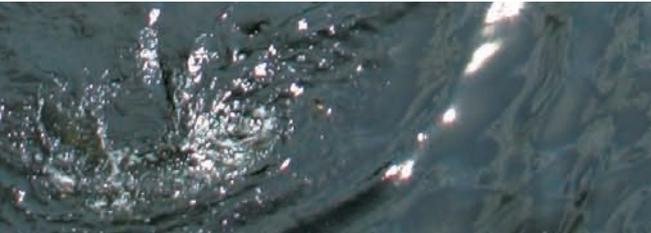
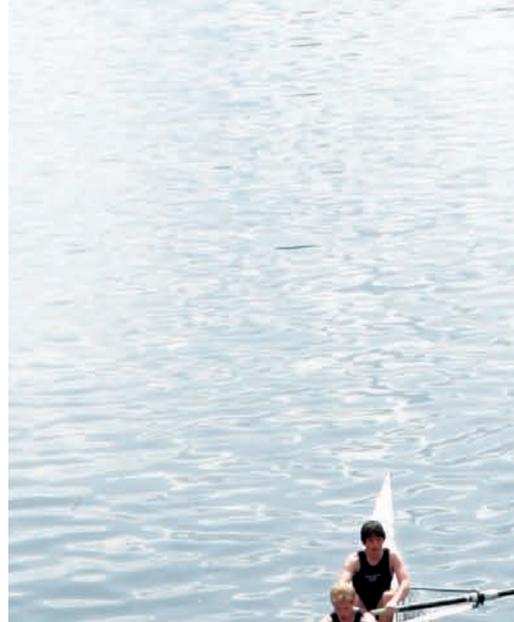
The School offers depth and breadth of opportunity to all its pupils. These opportunities exist in the classroom and in activities and openings beyond the curriculum. With first-rate classrooms, laboratories, playing fields, theatres and ICT, the School provides opportunities for all its pupils to see beyond the ordinary and to grasp the moment when it is presented.

Within the classroom, the School delights in teachers who are amongst the best in their field. The pupils benefit from advanced teaching skills and experience, giving an unrivalled opportunity to listen and to learn from highly qualified practitioners. These skills encourage teaching beyond the

ordinary or demanded curriculum and allow pupils to expand their minds in many different directions.

But opportunity does not stop in the classroom. The range of optional activities is enormous, from clubs and societies to travel and community projects. The School has a tradition of inviting eminent speakers to bring a different dimension and a view of the wider world.

The principle of 'having a go' and trying new ideas, opportunities and skills from the earliest ages, all within the supportive and encouraging ethos of the School, is of lasting value to all its pupils.



# 08

## ACHIEVEMENT

The greatest achievement of the human spirit is to live up to one's opportunities and make the most of one's resources.

Vauvenargues

Early learning skills in literacy and numeracy, the first public appearance as a musician, playing as a team member against another school, gaining an award or taking part in a school play, the School rejoices in the quality and range of achievements of all its pupils. The School is firmly based on a culture of praise and recognises achievement in many ways.

This highly ranked School believes that individual achievement is complemented by team and group effort in many fields. The quality of cultural activities is remarkable and pupils are introduced

to the very highest standards, where no aspect of school life is exclusive to small groups but all can and do participate. The School is proud of its sporting achievements and, in many disciplines, the effort, commitment and loyalty of pupils is rewarded, both individually and in teams.

This consistency of achievement, year on year, marks out the School as one that rejoices in and encourages its pupils. The message is that everyone can do their best and then strive to do better at all times.



# 09

## CONFIDENCE

In quietness and in confidence shall be your strength.

Isaiah

Confidence and arrogance are poles apart. The School gives the opportunity to develop confidence through inspiring trust and the achievements that can be gained through working in a stimulating and exciting environment, surrounded by those whom one can trust and leaning on the history and tradition that ignites this School.

Pupils are faced with many challenges. These may be academic, physical and spiritual. The School challenges young people to think about themselves and their place in society. It will challenge beliefs and notions that may simply be gained by commonly held thought and generally accepted arguments.

Existing in an environment of success and high achievement allows our pupils to listen, to learn and to mirror the comprehensive stimuli that give confidence in many aspects of life. It is the clear intention of the School that all pupils are allowed every opportunity to express themselves and to have the confidence and self-belief that creates better citizens and useful members of society.

Here are a few examples of how some of our Old Peterites have made their way in the wider world.

## Harry Gratton

1965–1969

The teachers I met early on at St Peter's became my mentors and the people I most respected. After setting high standards for us as pupils, I have gone on to apply that in my working life where I have worked in a variety of television jobs, including presenter for Look North between 1982–1994 and from 1999 onwards. I was on South Today for four years and spent a year out organising World Cup sponsorship for the Rugby League. I have commentated on five summer and two winter Olympic Games and also worked on Grandstand and the Today programme. I have won two Royal Television Society Awards and was Best Presenter in 2004.

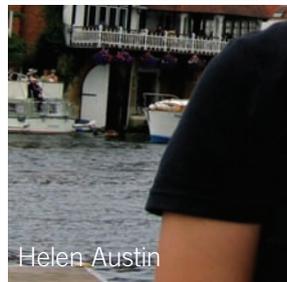
Harry Gratton



## Nicola Swinnerton

1983–1985

I ran a large business unit making engine parts for cars for several years before the birth of my first son. Needing to be nearer to home, I worked for the world's largest airline catering company, completing a Maths degree with OU at the same time! My son was diagnosed with ADHD at the age of four and I am now at home looking after him, with my other two children. I am extremely busy but hope to return to work before too long.



Helen Austin



Henley 2005

## Mark Heywood

1977–1982

After studying at Oxford, I worked for the African National Congress in London for three years. I have lived in South Africa since 1989 and am now a citizen. I have been a human rights activist since my time at St Peter's and am currently working on the rights of people living with HIV/Aids. In my spare time, I run marathons (55 at the last count!), read and watch politics.



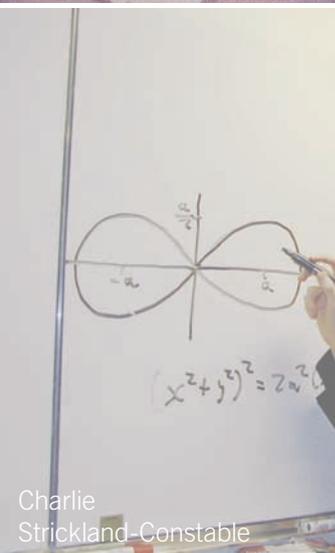
Mark Heywood



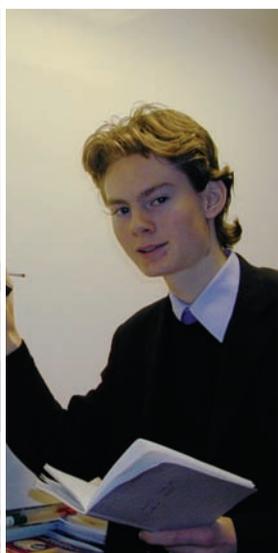
## Helen Austin

1994–1999

Having never sat in a boat before St Peter's, by the Lower Sixth I had raced in the Junior World Championships. I rowed for Great Britain many times through university and won several medals, including the Remenham Cup at Henley Royal Regatta. Despite the four-hours-a-day training regime, I managed to fit in a Biochemistry degree and I have now qualified as a solicitor. I will never forget the day I was asked at St Peter's, "Have you ever tried rowing?"



Charlie Strickland-Constable



## Charlie Strickland-Constable

1999–2004

My teachers at St Peter's always helped me with any topics I was interested in, which was particularly useful for Olympiad competitions and when applying for Oxbridge. I have completed my first year reading Mathematics at Cambridge and hope to go into further studies after graduation. I thoroughly enjoyed the wide range of activities available at St Peter's and this helped me to be more organised and to use my time efficiently.



Howard Gatiss



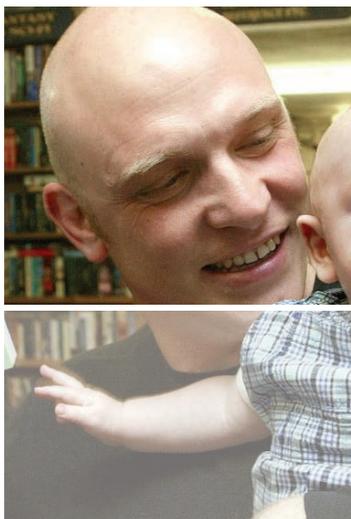
## Justin Hill

1984–1989

After Durham University, I worked as an English teacher for seven years in rural China and Africa with VSO. I drew on these experiences in my writing and my first novel, The Drink and Dream Teahouse, was translated into 10 languages, banned in China and nominated for the Booker Prize. My second novel, Passing under Heaven, tells the tragic story of China's foremost female poet and won the 2005 Somerset Maugham Award.



Justin Hill



## Howard Gatiss

1971–1976

After studying economics at Cambridge, I worked for Shell for 16 years, setting up and developing business in countries as diverse as Colombia, Ecuador, Poland and Vietnam. I left in 1997 to set up BICC in China; we were taken over by Pirelli and I became responsible for all Pirelli power cable business in China. I moved to Dublin three years ago to establish a company to market coal from the Cerrejón mine in Colombia. As CEO, I am responsible for sales of around \$1.5 billion a year and seem to spend more time on planes than at home – exhausting but great fun.

## Contact information

### Clifton Pre-preparatory School

Mr Philip Hardy  
The Master  
Clifton Pre-preparatory School  
York  
YO30 6AB  
Tel: (01904) 527361  
Fax: (01904) 527304  
e-mail: [enquiries@cliftonprep.york.sch.uk](mailto:enquiries@cliftonprep.york.sch.uk)

### St Olave's School

Mr Andy Falconer  
The Master  
St Olave's School  
York  
YO30 6AB  
Tel: (01904) 527416  
Fax: (01904) 527303  
e-mail: [enquiries@st-olaves.york.sch.uk](mailto:enquiries@st-olaves.york.sch.uk)

### St Peter's School

Mr Leo Winkley  
The Head Master  
St Peter's School  
York  
YO30 6AB  
Tel: (01904) 527300  
Fax: (01904) 527302  
e-mail: [enquiries@st-peters.york.sch.uk](mailto:enquiries@st-peters.york.sch.uk)

[www.st-peters.york.sch.uk](http://www.st-peters.york.sch.uk)