
John Masefield High School and Sixth Form
Centre

Prospectus 2017-2018



www.jmhs.hereford.sch.uk

Headteacher's Introduction

I feel very proud to be the Headteacher of John Masefield High School, and I am pleased to commend to you John Masefield as a school that offers a stimulating, caring and supportive environment for your son or daughter.

Our school is a very successful all ability 11-18 comprehensive and we achieve consistently strong examination results. In 2017 Year 13 students at John Masefield High School received another year of impressively strong A Level results including two-fifths of all grades (40%) at the top A* and A grades and 61% of all grades at A* to B. In addition 82%, our highest ever proportion, achieved A*- C grades. For GCSE's approximately 80% of students achieved a grade 4 or higher in each of English and Maths. 71% of Year 11 students achieved at least 5 good grades including both English and Maths, the highest proportion so far achieved at the school. Across the school 76% of examination entries resulted in the equivalent of grade C or higher compared to a national average of around 66%.

Our aim as a school is to create excellent and enjoyable learning for all members of our school so that each individual is encouraged to use their talents and to achieve his or her personal best. We expect all members of our school to be conscientious, considerate and co-operative. As a result they take a pride in their work, respect others and enjoy working as part of a team. The happiness and well-being of our students is important to us and we support and encourage them in every way we can. Our strong and inclusive House system encourages every student to contribute to the school and local community, whilst receiving the care, guidance and support they require to succeed. In addition, each child has a mentor who personally oversees their academic progress and well-being.

We have a great deal to offer your child over the next seven years and I believe a strong and supportive partnership with parents is crucial to students' happiness and success. We expect a lot from our students and staff and ask parents and the wider community to join us in having the highest expectations for what we, as a school, can achieve.

Our latest Ofsted inspection (September 2017) concluded that all areas assessed were good or better with some outstanding practice. We believe that we have made significant improvements since then. Having a strong and mutually supportive partnership with parents is extremely important to us. Our partnership starts now and the aim of this booklet is to give you all the information you will need before your child joins us next September. If, however, you have any further queries please do not hesitate to contact us on 01531 631012 or email us at admin@jmhs.hereford.sch.uk. May I also draw your attention to our website www.jmhs@hereford.sch.uk. This contains lots of useful information about the school which you will find helpful.



Andrew Evans BSc MA
Headteacher

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2 Admission to JMHS

2.1 About the School

John Masfield is a rural comprehensive school that serves Ledbury and the surrounding villages. It accepts students aged 11-18. The school opened in September 1978 following an amalgamation of Canon Frome Secondary School, Ledbury County Secondary School and Ledbury Grammar School. The school became an Academy in June 2011.

The school has good facilities and these are constantly being improved. Recent additions include a brand new room for teaching of food technology and a major refurbishment of our main teaching block. Almost all Faculties have dedicated ICT suites and our sports facilities are extensive. All students have remote access to the school's ICT network. We have two dining rooms, one reserved solely for Y11 and Sixth Form students, and have plenty of outdoor play space.

'The Leadership Team has maintained the good quality of education in the school since the last inspection. You (the Headteacher), your leaders and all staff show a genuine desire for pupils to be safe and happy while they achieve as well as they can in their studies.' Ofsted 2017

2.2 Admissions Procedure

JMHS is a non-selective school and we welcome students of all aptitudes and abilities. Our size allows us to know our students well and we work hard to ensure that every student achieves their maximum academic potential through an individually tailored curriculum. Applications to JMHS should be made on the official SA1 form provided by Herefordshire Council. Closing date for applications is 31 October 2017 and offers of places are made to parents, by Herefordshire Council, on 1 March 2018. The Council's website contains a wealth of information and also provides a link to the Government's guide for parents on school admissions and appeals.

<https://www.herefordshire.gov.uk/education-and-learning/schools/schools-admissions/secondary-school-year-7-admissions/>

School Admissions and Transport Tel No: 01432 260927
School Admissions, Herefordshire Council, Plough Lane Offices, Plough Lane, Hereford HR4 0LE

Our Admissions Policy can be found here:

<http://www.jmhs.hereford.sch.uk/wp-content/uploads/2017/02/JMHS-Admissions-Policy-from-September-2018-onwards.pdf>

'Parents value your leadership and the education that the school provides for their children.' Ofsted 2017

2.3 Visiting the School

We hold an Open Evening and three Open Mornings each year. This year the Open Evening will be held on Wednesday 11 October from 6pm – 8.30pm. The dates for the Open Mornings are Tuesday 17 October, Wednesday 17 January and Thursday 3 May from 9.15am – 10.45am and we welcome everyone to come and visit the school and see its facilities and buildings and meet our staff. On Open mornings the Headteacher, senior staff and prefects lead tours of the school and answer any questions you have about JMHS.

You are also welcome to request to meet with the Headteacher personally; please contact the school and we will be happy to arrange this for you.

2.4 Transferring to JMHS from Primary School

We work very closely with all our local primary schools to ensure that the move from primary to secondary school is as easy and as natural as we can make it. Our transition team, led by Dean Wyatt, visits every child's school, meeting them in their familiar environment and considering their individual needs before they move to us. This close attention to detail ensures that your child is confident and happy right from their first day at JMHS. To be able to learn, students need to feel safe and happy. The partnership between us and our families is central to ensuring that happens, both during the transition to JMHS and with on-going student support. We make sure you are informed of progress on a regular basis and there is always someone on the end of the phone to speak to you.

We offer a variety of events for you to attend which give us an opportunity to share our success story and show you why we provide the very best education, care, guidance and support for your son or daughter. Our evening events allow us to explain our transition plans and how we can ensure a successful start to Year 7. Our open mornings are an opportunity for you to have a comprehensive tour of our school during a normal school day by a member of our Senior Leadership team and prefects and the chance to ask any questions regarding the school and the wide ranging opportunities on offer. Our Year 5 and Year 6 days are a chance for your children to experience a full day at JMHS, following a carefully planned personalised timetable.

The following dates are key to our transition planning:

Open Evening	Wednesday 11 October 2017
Open Morning	Tuesday 17 October 2017
Open Morning	Wednesday 17 January 2018
Open Morning	Thursday 3 May 2018
Year 5 Evening for parents and students	Thursday 7 June 2018
Year 5 Day for students	Friday 29 June 2018
Year 6 Evening for parents and students	Thursday 21 June 2018
Year 6 Day for students	Thursday 5 July 2018

'My daughter has had a great year at JMHS! She has thoroughly enjoyed every day and the challenges faced. We have really appreciated all the positive comments she has received and, from reading her report, it is clear that her teachers know her well.' Parent of Year 7 student

2.5 Transferring to JMHS after the start of Year 7

Please contact us if you are considering joining JMHS in Years 8 -11. We will then arrange to meet with you, show you around the school and help you reach a decision. Students in Years 9, 10 or 11 are admitted on the understanding that GCSE Option choices may be limited by availability. We also welcome students from other schools into our Sixth Form. A separate Sixth Form Prospectus is available by contacting the school.

'It has been a great first year and we feel very positive about the school.' Parent of Year 8 student

3 The Curriculum

'The school's curriculum provides an appropriate range of subjects for pupils. Leaders have recently reduced the length of Key Stage 3 to two years. This gives pupils additional time to study new, more rigorous GCSE courses' Ofsted 2017

3.1 Curriculum Design

Our curriculum is designed so that every student whilst receiving an excellent grounding in core subjects, can specialise in areas of strength, gain confidence, thrive and succeed. We regularly ask our young people and their parents for feedback on their quality of learning, their progress, and their enjoyment in lessons and we use this to help us continuously improve. Through providing high quality training, staff continually develop their own skills so that lessons in all curriculum areas are challenging, engaging and relevant for all of our students. Our Teaching and Learning staff research group trial and develop new aspects of pedagogy and disseminate this amongst the whole staff. We also provide additional teaching time, mentoring and one-to-one help to enable students to make rapid progress in key subjects. Our aim as a school is to create excellent and enjoyable learning for all members of our school so that each individual is encouraged to use their talents and to achieve his or her personal best.

Our Key Stage 3 curriculum is broad and balanced and has been designed to enable all students to gain knowledge, confidence and understanding in eight learning areas: English, Maths, Science, Languages, Humanities (including History, Geography, RE and Citizenship), Physical Education, Technology and the Arts. We believe that English and Maths are the foundations for students' success. Students, therefore, have four hours per week in each of these subjects, which is significantly more time than in the majority of secondary schools. There is excellent support for students who need additional support in these subjects (eg through our reading buddies, number partners and dyslexia support groups). Equally, able students are challenged and inspired through 'able mathematician' workshops, the accelerated reading programme, the BBC School Report, National Maths Challenges and the Carnegie Prize reading group.

'Teaching is strong in most subjects and the great majority of pupils achieve very well as a result.' Ofsted 2017

The number of students achieving nationally recognised 'good' grades (C grades/level 4 or higher) continues to be well above the national average. Student progress is also consistently high, which has resulted in two recent national awards for outstanding progress between the ages of 11 and 16. These results reflect a consistently strong Key Stage Four curriculum.

The Key Stage Four curriculum is designed so that every student whilst receiving an excellent grounding in core subjects can specialise in areas of strength, gain confidence, thrive and succeed. For example, able linguists can study two languages and have the opportunity to visit France or Germany to develop their confidence and expertise. Over fifty students choose each year to study three separate sciences at GCSE (Biology, Chemistry and Physics); they achieve excellent results in these subjects and many go on to succeed at A level and continue to thrive on university science courses.

Students with practical or technical skills can study a wide range of vocational subjects, including ICT, Business, Sport, Catering, Travel and Tourism, Music Technology and Dance. Essentially our curriculum is designed to help every student thrive and succeed. This is reflected in our very consistent exam results.

3.2 Teaching and Learning

We continuously strive to improve the quality of our teaching and have recently updated the JMHS Teaching and Learning policy as part of our action research and commitment to the TEEP (Teacher effectiveness enhancement programme) programme. The six Teaching expectations are:

Provide climate for learning - This is where the teacher ensures that the teaching space, the atmosphere and the initial engagement task/activity provides an excellent platform for successful learning. The teacher will establish a positive ethos which will be learning centred and embedded throughout the lesson.

Agree learning outcomes - This is where the teacher, typically through the form of a question, states what the students will aim to achieve during the lesson or topic. Success criteria will be provided and will typically show differentiated outcomes where the teacher provided opportunities for all students to achieve success.

Present new information - The teacher will provide a range of stimuli which captivate and instil curiosity and interest. Typically, this will be achieved through the teacher using a variety of strategies designed to stimulate the range of senses. In this phase, the teacher will often give students information that it is highly likely they did not yet know.

Develop mastery - The teacher provides a range of activities designed to help secure understanding of the material. It is essential that an ethos of trial and error is explored where the teacher encourages students to make mistakes or get stuck to problem solve effectively. A range of thinking skills should be used and activities will typically be both individual and collaborative.

Secure mastery - In this phase, the teacher gives opportunities for the students to convincingly show that they have mastered what has been expected of them. This must not be revisiting what has been taught but instead should focus on allowing students to clearly demonstrate applications of their understanding of the lesson or topic. This can be assessed in a wide variety of ways using assessment for learning but typically teachers should not move on until mastery has been secured.

Review - There should be constant review and refining completed throughout the lesson. Teachers will insist on the JMHS marking and assessment expectations and where relevant will facilitate a wide range of assessment strategies such as green pen self or peer review as well as purple pen teacher feedback. The learning outcomes should be used to help students review the progress they have made. Teachers should encourage students to discuss how they have learned and not purely what they have learned.

'Classrooms provide a calm and productive learning environment. Time is used well and relationships between teachers and pupils are excellent. Consequently most pupils make strong progress in most subjects.' Ofsted 2017

We believe that students also need guidance with their learning and have developed five Learning expectation so they can measure their attainment and progress. These expectations are:

Assessment for learning - This takes place in a variety of forms and is the process of continuous feedback for students (as well as staff and parents/carers where appropriate) about current performance and more crucially how progress can be accelerated. When assessing work students would typically be informed *what went well* and *even better if*. Marking stickers, green pen, purple pen, progress checks, mentoring and reports are the formal methodologies for assessing learning.

Collaborative learning - This is where students work effectively together to problem solve and accelerate their understanding. Students take responsibility for their own learning and demonstrate a willingness to support the learning of others through positive participation. This will take place in a variety of forms but should be given success criteria and time limitations. In collaborative learning students should typically be given roles and responsibilities in order that all students play an active role.

Excellent literacy and numeracy - To ensure excellent and enjoyable learning it is essential that students are able to access learning through good levels of literacy and numeracy. Students should be challenged to demonstrate excellent literacy and communication skills. All subjects have a responsibility for promoting excellent literacy and ensuring that JMHS numeracy strategies are supported by all.

Behaviour for learning - Understandably research clearly shows the importance of good behaviour on progress. All students are expected to understand and conform to the JMHS behaviour for learning policy. There are a wide range of strategies used to ensure excellent behaviour and a student-centred approach which will typically foster an excellent ethos.

Growth Mind-set - Students should foster and believe in continual improvement and that they are capable of achieving excellent outcomes. Students should be displaying passion and creativity in their learning and this should be skilfully fostered and promoted by teaching. It is not acceptable for any student who displays a fixed mind-set that they cannot achieve to go unchallenged.

Senior staff visit lessons on a daily basis to ensure that the learning standards are being met and that high quality teaching takes place at all times. Professional development and training for teachers helps each teacher achieve well against the JMHS teaching standards.

Assessment

Teachers give students regular feedback through marking homework, tests and exams on how well they are achieving, what they are doing well and the next steps they need to take to improve. Parents are informed through a progress check or report on how well their child is achieving in each subject, as well as their care, concentration, contribution and co-operation in each subject. Teachers use assessment to gain a detailed understanding of individual students' strengths and areas for improvement. This enables us to provide high quality support to enable each individual to succeed.

Mentoring

Each student has a mentor, usually their form tutor who takes a holistic approach to supporting them during their time at JMHS. Mentors discuss with students their overall progress and enjoyment of lessons together with how well they are achieving against the learning standards and what they need to do to improve.

Praise and Rewards

Teachers use specific praise when students work well, award house points against the learning standards and can nominate students who are achieving particularly well or making significant improvement for a range of awards. These include house points, praise postcards, Headteacher achievement awards and presentation evening prizes. Students achieving over 100 house points are recognised in celebration assemblies and all house points count towards house cups which are awarded for learning standards, attendance, behaviour, charity fund-raising, sports and overall competition.

Where students do not work as hard as they could in lessons and, in particular, if they disrupt the learning of others, they are given a clear warning by the class teacher. If after this warning the student does not improve, they will be removed to a quiet place to work and will serve a lunch-time detention the next day.

This clear and consistent policy is applied by all teachers in the school. The full behaviour policy, Behaviour for Learning, can be viewed on our website www.jmhs.hereford.sch.uk . The vast majority of students never receive a detention because they make positive behaviour choices. This system is regarded as fair and consistent by students, parents and staff.

3.3 Accelerated Reading Programme

Every student will commence the Accelerated Reading Programme from October in Year 7. This programme aims to nurture confidence and develop a love of reading. All Year 7 students will read their school library book for one hour per week in lessons and will be expected to do further reading, of at least one hour, at home. Students complete quizzes when they finish each book. Parents are also able to track their child's progress using the accelerated reading programme website. Students who need extra support for their reading are often allocated a reading buddy, a trained member of the local community, or a sixth former to listen to them read for one hour or more per week.

'You, your leaders and all staff show a genuine desire for pupils to be safe and happy while they achieve as well as they can in their studies. Your staff provide high-quality pastoral care for pupils, especially for those who are vulnerable in some way.' Ofsted 2017

3.4 Special Educational Needs

JMHS has close links with primary schools to ensure smooth transition for all students and operates an efficient system of identification, programme planning and monitoring to meet the individual needs of students. Our Special Educational Needs and Disabilities Co-ordinator, Mrs Karen Barker, has responsibility for SEN and is always willing to meet with parents to discuss a student's specific needs. Mrs Barker can be contacted via Karen.Barker@jmhs.hereford.sch.uk. Details of the JMHS SEN policy and Local Offer can be found on the school website www.jmhs.hereford.sch.uk .

3.5 Homework

At JMHS we believe that homework plays a central role in stretching students academically and enabling them to develop independent learning skills. It gives students the chance to check they understand topics covered in class and find out about new topics they are going to be studying in the future.

What types of homework are set?

There are two types of homework that are set. Most homework's are single homework tasks. These are on-off tasks that often build on classwork and are handed in during the next lesson.

The second type of homework is a homework project. These are half termly projects from Humanities, The Arts, Technology and Enterprise.

When is homework set?

Homework is set according to the following weekly timetable. In the first half term of Year 7 homework will be for core subjects and Languages only. In Key Stage 4 students will be expected to typically complete an hour per week of homework per subject with this further increasing as students move into the Sixth Form.

Parental Support with Homework

Parents can help with homework in the following ways:

- Provide a quiet, well lit space for students to study at home
- Check and sign homework planners on a weekly basis
- Contact the tutor or teacher where problems occur (eg if students are spending too long on each task or they do not understand a task)
- Support students where possible to complete homework tasks

Progress and Support Skills (PaSS)

The PaSS Group is a supportive and encouraging environment for students to improve homework, have support with revision and complete extra tasks/activities to aid progress. The club takes place after school in the Library where students will have a quiet, structured place to work independently and can also be offered support from staff where needed. Students attend on a referral basis from their class teachers, mentors or parents and can attend the club for one to four days a week. Parents are contacted for all referrals and are given a summary of the student's progress on completion of their time with the group.

'An overwhelming majority of parents who responded to Parent View agreed that the school is well led, and said that they would recommend the school to another parent. Many commented on the wide range of extra-curricular opportunities that the school offers and its high-quality pastoral care' Ofsted 2017

3.6 Performing Arts

The Arts Faculty at John Masefield is dedicated to delivering outstanding provision in both creative learning and developing performance skills. The Arts Council of England has praised the 'excellent commitment to providing high quality arts provision that is embedded across your curriculum'.

The teaching curriculum features intensive development across all of the disciplines enabling students to grow in confidence as performers and also to explore a wide range of skills vital for their future including teamwork, problem-solving and resilience. All students receive teaching in drama, dance and music up to the end of KS3 and can then opt for a wide range of GCSE, A Level and vocational courses within the Arts. All willing musicians are also offered a variety of instrumental lessons from our excellent peripatetic staff. In Y7, every student is entitled to one free lesson to promote the learning of instruments as far as possible. Alongside this, the Faculty are committed to a wide-ranging, enjoyable and challenging extra-curricular programme which is open to all students regardless of ability level. In Music, we offer orchestra, four separate choirs, jazz band, string ensemble and brass band. The work of this area is celebrated regularly throughout the year including the centrepiece Christmas Concert at St Michael and All Angel's Church in Ledbury.

One of the most popular events of the year is the school's X Factor competition in which both staff and students compete. Dance has a variety of clubs across all Key Stages which culminate in some excellent shows throughout the year.

Dramatically, Y10 perform in the annual Shakespeare for Schools Festival and several clubs run throughout the year including KS3, Seniors and Improvisation club. All disciplines are brought together in the annual musical which is a highlight of the school calendar. In recent years the school has offered Bugsy Malone, We Will Rock You, Oliver and Beauty and the Beast.

'All of my children have made good progress. The lunch and afterschool clubs are great. All in all, I am really glad we chose here for the children' Parent View 2017

3.7 Examination Results 2017

A Level Results

Year 13 students received another year of impressively strong A Level results including two-fifths of all grades (40%) at the top A* and A grades and 61% of all grades at A* to B. In addition 82%, our highest ever proportion, achieved A*- C grades.

On the back of these results the vast majority of students will go on to their first choice universities and can be extremely proud of how well they have achieved.

A Level subject highlights include:

Maths 60% A*to A grades
 Languages 56% A* to A grades
 Sciences 40% A* to A grades
 Psychology 75% A* to B grades
 Humanities 73% A* to B grades
 BTECS (Business, Sport & Health & Social Care) 73% Distinction* to Distinction

All requirements of the 16 to 19 study programmes are met, with the range and quality of non-qualification activity being a particular strength - Ofsted 2017

JMHS UNIVERSITY PLACEMENTS - 2017

Surname	Forenames	Inst Name	Course Placed	Primary School
Ackerman	Bethan	University of Manchester	Geography	Ledbury
Admans	Lucy	University of Bath	Psychology (with placement)	Much Marcle
Boffy	Louis	Goldsmiths, University of London	Anthropology and Visual Practice	Cradley
Brain	Jessica	University of Worcester	English Literature	Much Marcle
Buttle	Euan	Swansea University	Aerospace Engineering (with a Year in Industry)	Colwall
Cheshire	Rebecca	Bangor University	Zoology with Animal Behaviour	Springfield Jnr Academy
Churchill	Lucy	University of Birmingham	Nursing	Ann Cam
Clueit	Teeana	Aston University	Psychology (4 year sandwich)	Eastnor
Gemmell	David	Swansea University	Mathematics	Ledbury
Gurney	Chloe	Swansea University	Criminology and Criminal Justice	Ledbury
Hawkes	Elliot	Cardiff University	Journalism, Communications and Politics	Colwall
Heath	Mollie	Swansea University	Midwifery	Much Marcle
Henderson	Freya	University of Leeds	Philosophy and Physics	Ashperton
Hewitt-Bullard	Thomas	Nottingham Trent University	Accounting and Finance	Ledbury
Hill	Lauren	University of Oxford	Music	Ledbury
Levi	Rhianna	University of Worcester	English Literature	Ledbury
Lukaszczek	Jakub	University of York	Biomedical Sciences	Ledbury

Surname	Forenames	Inst Name	Course Placed	Primary School
Manns	Christina	University of Birmingham	English	Ledbury
Merredy	Chloe	University of Worcester	Sport Business Management	Colwall
Mikulicz	Paulina	Staffordshire University	English	Ledbury
Monkley	Charles	University of Bristol	Chemistry	Burley Gate
Morgan	Chloe	University of Worcester	Psychology	Cradley
Morris	Emily	University of Worcester	Primary Teaching - Later Years (5-11 years)	Ledbury
Park	Millie	Falmouth University	Photography	Much Marcle
Randall	Chloe	University of Brighton	Physical Education	Bromsberrow
Recordon	Peter-John	University of Sheffield	Materials Science and Engineering (3 years)	Colwall
Shaw	Rebecca	University of South Wales	Forensic Science (Including Foundation Year)	Ledbury
Tout	James	University of Worcester	Biomedical Science	Ledbury
Tudor	Madeleine	Birmingham City University	Digital Marketing	Northleigh
Warmington	Emily	University of Birmingham	Medicine (5 years)	Ledbury
Warren	Emma	University of Birmingham	Music	Ledbury

GCSE Results

This year the new GCSE grading system came into place with grades 1 to 9 for English and Maths GCSEs. The highest grade 9 is awarded to the top students in the country whilst grade 4 is set to the equivalent of the old C grade, rated as a good pass at GCSE. Approximately 80% of students achieved a grade 4 or higher in each of English and Maths at JMHS. We were also pleased that 6 students achieved the new grade 9 in mathematics and 9 achieved this level in English.

71% of Year 11 students achieved at least 5 good grades including both English and Maths, the highest proportion so far achieved at the school. Across the school 76% of examination entries resulted in the equivalent of grade C or higher compared to a national average of around 66%.

Across the school over a quarter of exam entries resulted in the equivalent of grade A or higher. There were amazing results in languages with approximately half of the 77 students taking French or Spanish achieving the top A* grade. Science results were also particularly strong with nearly a half of the 55 candidates achieving A or A* grades in each of the three science areas; Biology, Chemistry and Physics.

For the third consecutive year JMHS did particularly well with Ebacc measure with 41% of students achieving this benchmark, nearly double the national average.

Further information on examination results may be obtained from our Examinations Officer, Mr Trevor Kerr, via Trevor.Kerr@jmhs.hereford.sch.uk.

3.8 Extra Curricular Activities

Weekly Clubs

There are an astonishing range of extra curricular activities on during term time at lunchtime and after school. These include: chamber choir, green fingers, animation club, football, drama, badminton, hockey, music theory and dance. If we don't currently cater for your particular hobby or interest please let us know and we'll see what we can do. A full list of clubs and activities can be found at the end of the prospectus.

Trips and Visits

The school offers a number of extra-curricular trips and residential. For example our languages faculty organise regular trips to Germany, Spain and France so students can practice their languages and experience other cultures. These trips, together with numerous day trips ensure that we offer a variety of experiences for our students that are educational, fun and enjoyable.

Peripatetic Music

We have a group of hand-picked, talented and experienced performers and teachers to lead our extra curricular provision and they will be offering tuition in voice, violin, viola, music theory, guitar, drums, oboe, clarinet, flute, saxophone and brass. Taster sessions are offered to every child in Year 7 in the Autumn Term and students are encouraged to try instruments before they sign up for a course of tuition. Students are also strongly encouraged to join one of our ensembles, orchestras or choirs so they can experience the pleasure of playing with other musicians.

4 Pastoral Support

John Masefield is committed to the provision of excellent support for all students.

4.1 Student Support

JMHS recognises that students require support for a wide variety of reasons. We have established a wide reaching, effective and thorough system of support and work tirelessly to ensure that the right support is offered to students. We work in effective partnership with outside agencies such as Young Carers, CAHMs, CLD counselling and the educational psychology service.

'Leadership of safeguarding is strong, as is the scrutiny provided by the governing body. All staff understand that keeping pupils safe is their top priority. They are well trained and regularly updated about safeguarding issues' Ofsted 2017

4.2 The House System

At John Masefield we have a House system which not only helps provide outstanding support but also provides a great sense of identity and friendly competition for all students. At the end of each academic year Houses compete for House Trophies awarded for positive behaviour, high attendance, sporting achievement and participation, the learning standards, charity work and House Points.

House names were chosen by students and are based on the local Malvern Hills; Beacon House, Holywell House, Jubilee House and Midsummer House. Each week students have House assemblies and throughout the year take part in a series of fun and exciting challenges.

Each House has a dedicated team of form tutors who are expertly led by House Leaders. Student Support Assistants offer excellent support to House Leaders as well as being a contact point for both parents and students alike. The current House support team is as follows:

Beacon - House Leader, Miss C Limbrick

Holywell - House Leader, Mr A Bees

Jubilee - House Leader, Mr O Paton (maternity cover)

Midsummer - House Leader, Mr D Wyatt

Student Support Assistants – Mrs V Chadney, Mrs S McCarthy and Mrs A Mowbray

Mrs J Lindley is the SLT member responsible for overseeing the House system and pastoral care.

'All pupils we spoke to during the inspection said that they feel safe in school' Ofsted 2017

4.3 Assemblies

We believe that it is important for each House to meet together in formal Assemblies which are held once a week. The purpose of assemblies is to develop ethos within each house, to convey information and to enable students to perform in front of their peers. The school is a non-denominational school however, in keeping with the Education Reform Act 1988, Section 7, assemblies emphasise Christian values but also pay respects to other religions.

4.4 Leadership Opportunities for Students and the Prefect System

We believe that students benefit from opportunities to show leadership and by making a contribution to improving the education, enrichment opportunities or well being of others. For this reason there are a wide range of leadership opportunities for students to participate in. For instance, our language leaders in Year 9 organise languages events for primary schools and work with our students to improve their language skills; sports leaders organise events for younger students and help support the coaching of teams; Year 8 and 9 students support year 5 and 6 days by helping look after younger students and assisting as guides on our Open Evening, and arts leaders organise both whole school arts events and primary school activities such as the dance showcase.

Leadership opportunities culminate in Year 10 with the opportunity for students to apply to be school prefects. Applicants for school prefect have to be nominated by the form tutor or house leader for being conscientious, considerate and co-operative and write a formal letter of application. They are then interviewed personally by the Headteacher. We expect all applicants for prefect positions to have excellent attendance and punctuality, to always wear the uniform smartly, to have very good behaviour and to achieve very well against our learning standards. It should be noted that the prefect system is open to all students regardless of ability. Positive attitudes and the willingness to contribute are far more important. We are delighted with the contributions that all students who were successful in applying for prefect positions in the current year 11 are making to school life. They are assisting and supporting students in Year 7 tutor groups, coaching and refereeing in sports events, providing lunch time activities for Y7 students, showing visitors around the school and leading community activities. We hope that when your son or daughter reaches year 10 they will be inspired to apply for a prefect position.

The quality of care for vulnerable students is a strength of the school, with thoughtful leadership and expert governor scrutiny. Ofsted 2017

4.5 Child Protection and Safeguarding

Safeguarding is of the highest priority at John Masfield and we have clear policies, strategies and procedures in place to keep students safe. We regularly monitor and evaluate the effectiveness of our policies and practices and ensure that all adults working with students are appropriately recruited and vetted. We also ensure that all adults receive up-to-date, high quality, appropriate training, guidance, support and supervision to undertake the effective safeguarding of students. A copy of our Safeguarding Policy is available on request from Mrs Lindley, Assistant Headteacher, who is the designated member of staff responsible for coordinating action within the school and liaising with other agencies. Mrs Lindley can be contacted on Jo.Lindley@jmhs.hereford.sch.uk , should Mrs Lindley not be available, please contact our Deputy Safeguarding Officer, Mr Wyatt on Dean.Wyatt@jmhs.hereford.sch.uk .

4.6 Anti Bullying

We operate a robust and transparent anti bullying and anti-racism policy. Both policy and practice is regularly reviewed and both staff and students are regularly reminded of our strong commitment to effectively tackling bullying at JMHS. All staff at JMHS work hard to identify and effectively resolve bullying issues and students at JMHS through assemblies, lessons and School Council play an active role in making

JMHS a safe and happy environment for all. We have a dedicated student support group and Year 11 Prefect team who provide outstanding support to JMHS students.

If you have any concerns or questions about bullying at JMHS, your child's form tutor or Head of House will be there to provide excellent support for you and your child.

A copy of the school anti bullying policy is available upon request or can be accessed through the school website under Parents information.

'Students said that bullying is rare and almost all said that staff deal well with any that does happen. The curriculum includes regular teaching on how to stay safe' Ofsted 2017

5 Information for Parents

5.1 Communication with Parents

Good communication between school and parents is essential and we encourage parents to contact us if they have any queries or concerns. The majority of school information will be sent home via students but we do post important information. If you provide us with your email address we will remind you of forthcoming events. Our website provides a wealth of information: www.jmhs.hereford.sch.uk and frequent editions of our magazine 'Update' are published as well as Year Group Newsletters from Progress Leaders.

Parents are encouraged to use the Student Planner to communicate with the school or to contact Student Services.

Ms V Chadney Val.Chadney@jmhs.hereford.sch.uk Student Support (Behaviour)
Mrs S McCarthy Sally.McCarthy@jmhs.hereford.sch.uk Student Support (Attendance)
Mrs A Mowbray Angie.Mowbray@jmhs.hereford.sch.uk Student support (Transition and Primary Liaison)

Personal appointments can be arranged, at a mutually convenient time, with members of staff in order to discuss any matters of concern. You should always report to School Reception on your arrival where you will be given a visitors' badge.

'You are so efficient, you always phone back when you say you are going to and you are always very cheerful.' - letter from the parent of a Year 8 boy to a Support Assistant

5.2 Student Planners and Equipment

Each student will be provided with a student planner which details their daily timetable and homework timetable. The students also use the planner to record their marks and key assessments and targets for improvement. We ask parents to check the planner regularly to view homework set and encourage their child to progress.

Students will need to be prepared for every lesson and are expected to have the following basic equipment for lessons: pencil case, pens, pencils, coloured pencils or felt tips, ruler, eraser, basic calculator, geometry set, student planner and a suitable rucksack to keep everything in. We are seeing a trend for girls in particular to carry handbags or single shoulder strap bags to school rather than rucksacks. These are inappropriate as they are generally not sufficiently large enough to carry all their school equipment and books, cause shoulder and arm strain and are creating a divisive competition as to who has the most expensive designer bag. Please do not join in with this and help us to keep your children healthy by providing them with a rucksack.

5.3 Lost Property

Students should avoid bringing large sums of money or valuable possessions such as mobile phones or MP3 players to school. If students choose to bring such items to school they do so at their own risk and we cannot be held responsible for them. In PE lessons, watches and money should be given to PE staff for safekeeping. Any lost property found in school should be handed in to the Student Services Centre. Named articles are returned to students. Unnamed articles are placed in the lost property box in the Student Services Centre. Those left unclaimed for more than half a term are donated to charity organisations or disposed of. Please ensure all items are named – you would be amazed at the amount of new equipment and uniform that is mislaid

5.4 Student Behaviour

Our school rules can be neatly summarised by being Considerate, Conscientious and Co-operative. They provide us with a focus which harnesses the positive ethos of the school and enables all of us to work together successfully. We have a positive discipline policy to ensure we achieve this aim.

5.5 Home School Agreement

The school will ask parents and students to sign a 'Home School Agreement' and as part of that agreement the school is committed to:

- Providing excellent and enjoyable learning for all
- Enabling the highest possible achievement
- Building a community where we all support each other

We expect all members of our school to be:

- Conscientious – strive to achieve your personal best
- Considerate – be thoughtful about other people
- Co-operative – work together as a team to achieve success

Students and parents can expect:

- Excellent learning and teaching with interesting and stimulating lessons
- A good mixture of support and challenge
- To always treat people with respect
- Clear communication about progress
- A well planned and enriching educational experience
- A prompt response to questions, suggestions and complaints

We ask parents to:

- Encourage good habits – uniform, homework, organisation
- Encourage positive attitudes eg participation in clubs, ambition
- Support the school with discipline issues
- Let us know – both positives and problems
- Attend all Information and Parents' Evenings
- Tell us if your child is ill and cannot come to school

5.6 School Uniform

We consider that uniform is important for several reasons:

- It provides students with a sense of identity and pride in our school
- It helps to instil in students a sense of purpose when they put on their uniform in the mornings
- It overcomes the problem for both parents and teachers of what is or is not suitable for school

At the same time we are anxious that the uniform should not cost you any more than the clothing you would normally buy for your children so we have worked with our suppliers to ensure that our uniform is cost effective, easy care, hard wearing and appropriate for the demands of the school day. We do

appreciate that purchasing a whole new uniform may be costly for parents and I would ask that, if this applies to you, you contact us and we will try and help.

Item of clothing	Permitted	Not permitted
Trousers	Trutex charcoal grey school trousers DL943 Charcoal (senior sizes) DL944 Charcoal (smaller sizes)	Any other style of trousers
Skirts	Trutex Harrow Grey senior girls skirt with JMHS logo. Lengths 20" or 22"	Any other style of skirts
Shorts	Tailored, dark grey Bermuda shorts that reach knee level are permitted during hot weather	Casual shorts, PE shorts, three-quarter length trousers
Polo shirt	Light blue with school logo	Clothing worn under the polo shirt for warmth should not be visible
Sweatshirt	Navy blue with school logo	Non JMHS items
Fleece	Navy blue with school logo	Non JMHS items
Hooded sweatshirts	Navy blue with school logo (for selected students only)	Hoods should not cover the head whilst on school premises
Outerwear	Coat, showerproof mac/cagoule Outerwear may be worn to and from school and around the school site but not in lessons	Hoodies, zipped hoodies, track suit tops, body warmers, gilets, leather or denim jackets or similar fashion outerwear
Scarves and hats	Scarves should only be worn outside to and from school with a coat Hats should only be worn for protection against the cold or to protect from the sun	Scarves and hats should not be worn inside under any circumstances
Belts	plain black and wider than 1"	Large buckles, brightly coloured, heavily studded, or other similar fashion belts
Socks and Tights	Plain black socks Girls are permitted to wear plain black tights.	Leggings and legwarmers Socks should not be worn over tights.
Shoes	Plain black	High heels, trainers, boots, flimsy fashion shoes, dolly shoes that don't stay on properly
Jewellery	Two small studs are allowed in each ear only (no other types of earrings) A charity wristband and badge may be worn for one week only to support the charity	Drop earrings, rings, necklaces or bracelets Facial piercings, studs, spacers, plasters to cover piercings
Make-up	Discreet make up	Coloured eye shadow, heavy kohl eyeliner, false eyelashes, coloured lipstick, coloured nail polish, any ink drawings on skin
Hair accessories	Small, plain black or navy headbands, hair ribbons or scrunchies	Flowers, scarves, hair bandeaus, overtly large or patterned accessories
Hair styles	Hair must be of natural colour and one colour only	Extreme styles such as shaved heads, shaved patterns, shaved sides, dip dyed, highlights or all over dye in colours such as red, purple, pink etc, coloured extensions or braidings
School bags	Students must have a rucksack that is sufficiently large to carry all school books and equipment required for the day	Handbags are not permitted Fashion bags with a single shoulder strap are also not permitted. To avoid confusion a rucksack should be used

Mobile phones and head/ear phones should not be seen or heard in any school building except the dining room and community lounge during break and lunch.

PE Uniform

Navy PE T-Shirt with school logo
Navy rugby shirt with gold band across middle
Plain navy shorts (no stripes permitted)
Plain navy jogging bottoms (no stripes permitted)
PE socks navy/gold and PE socks white
Training shoes, football boots (boys), shin pads (boys and girls)
Students who have represented the school for sport are permitted to wear the school sports hooded top

Uniform Suppliers

Clubsport, 24 The Homend, Ledbury, HR8 1BT. Tel: 01531 635242 Opening Hours - Monday – Saturday 9.00 – 5.30.	Your Name On It www.yournameonit.co.uk Tel: 01886 881 081
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Students who do not comply with uniform requirements will be isolated at break and lunchtimes.

5.7 Employment of Children

Parents and students are reminded that the law strictly controls the type of part-time job that students of compulsory school age may accept and what work they carry out. Before granting a permit the Council makes sure that the job will not interfere with the Student's education or health, that it satisfies the legal requirements and the school have no objections (ie the student has good attendance). A student may not have a job before his/her 13th birthday. Further information can be obtained by contacting the Education Welfare Officer at Herefordshire Council.

5.8 Times of the School Day

School starts promptly at 8.50am and ends at 3.15pm. We expect all students to arrive no later than 8.45 each morning.

5.9 Term Dates 2018-2019

Autumn Term 2018

Term starts	Wednesday 5 September
October half term	Monday 29 October – Friday 2 November
Term ends	Friday 21 December (1.15pm)

Spring Term 2019

Term starts	Tuesday 8 January
February half term	Monday 18 February – Friday 22 February
Term ends	Friday 12 April (3.15pm)

Summer Term 2019

Term starts	Tuesday 30 April
May half term	Monday 27 May – Friday 31 May
Term ends	Friday 19 July (1.15pm)

5.10 Sickness and Absence

Should your child fall ill at school we will keep them comfortable in our medical room until you are able to collect them. Please help us to do this efficiently by ensuring we always have up-to-date contact information. We ask that students do not contact parents or carers directly as this can lead to confusion and other difficulties at school. We also have staff fully qualified in first aid to deal with any emergencies.

If your child is sick and is unable to come to school please leave a message on the school sick line before 9.30am – ring the main school number 01531 631012 and follow the instructions. Alternatively email us on studentabsence@jmhs.hereford.sch.uk. The school operates a 'first day absence' scheme for some students and we will contact you daily if they are absent. Absences from school should always be kept to a minimum and a written explanation is required in respect of all absences. Parents are reminded that absences not authorised by the school will be counted as truancy. Parents are urged not to take family holidays during term time and the school will generally not authorise any holiday absences. Any requests for absence should be made to the Headteacher on the 'Application for Planned Absence' Form which is available from Student Services Centre and Reception. If you have any queries about attendance please speak to Mrs Lindley or your child's House Leader. Absences for medical appointments will only be authorised for up to half a day unless they involve a journey out of Herefordshire or Worcestershire. It is vitally important that all students who leave the school site at any time other than the planned end of the school day sign out at Reception.

5.11 Data Protection

All new students will be given a data collection form to be completed by parents and returned to school promptly. This provides us with the essential information we need. If you move house or change your contact details please let us know promptly so we can update our records.

Non Resident Parents - If parents of a student are separated or divorced, the parent no longer living with the child may request to receive information from the school via Parentpay. A 'Non Resident Parents List' is maintained for reports and progress checks.

JMHS processes personal data about its students and is a "Data Controller" in respect of this for the purposes of the Data Protection Act 1998. We collect information from you, and may receive information about you from your previous school. We hold this personal data and use it to: support your teaching and learning, monitor and report on your progress, provide appropriate pastoral care, and assess how well our school is doing. This information includes your contact details, national curriculum assessment results, attendance information, and personal characteristics such as your ethnic group, special educational needs and any relevant medical information. We will not give information about you to anyone outside the school without your consent unless the law and our rules permit it. We are required by law to pass some of your information to the Local Authority (LA), and the Department for Education (DfE).

The General Data Protection Regulation will come into force on 28 May 2018 and we will be writing to you separately about this in due course.

5.12 Photographs

Individual formal photographs of all Year 7, Year 9 and Year 11 students are taken on the first day of term. In addition, Year 7 students have a tutor group photograph and Y11 a whole year photograph. These are available for purchase a couple of weeks later. During your child's life at JMHS we may wish to take photographs of activities that involve your son/daughter. The photographs may be used for displays, publications and on a web-site by us, by Herefordshire Council or by local newspapers. Photography or filming will only take place with the permission of the Headteacher/School Business Manager, and under appropriate supervision. When filming or photography is carried out by the news media, children will only be named if there is a particular reason to do so (eg they have won a prize), and home addresses will never be given out. Images that might cause embarrassment or distress will not be used nor will images be associated with material on issues that are sensitive. Before taking any photographs of your child, we need

your permission and you will be asked to complete a consent form when your child joins JMHS. You can ask to see images of your child held by us and you may withdraw your consent at any time.

5.13 Lockers

Lockers are an optional extra for students but are highly recommended and are available for all students. A charge of £15 is made. Of this, £10 is a non-returnable payment, which is put into a fund to cover maintenance and replacement of lockers. £5 is a returnable deposit on a key. If keys are not lost, no further payment will be needed during the child's school career. Lost keys are charged at £3 per key. We shall write to you early in the Autumn Term to see if you wish to hire a locker. Payment for lockers will be requested via ParentPay.

5.14 School Meals

Students can either bring a packed lunch from home to eat in the dining room or outside on finer days, or they can buy food from our catering provider, Shire Services Ltd. Students are not permitted to go home for lunch.

We have two dining rooms at JMHS; one for Years 7-10 and one for Years 11-13. The dining rooms are open at brunch time and lunchtime. The Dining Rooms operate a cashless system; money can be loaded onto student accounts on-line via Parent Pay or cash can be loaded onto the revaluation machines in school.

5.15 Charging policy and voluntary contributions

The school conforms with the requirements of the Education Reform Act 1988 and makes no charge in respect of books, materials, equipment, instruments or incidental transport provided in connection with the National Curriculum, statutory education or in preparation for prescribed public examinations or courses taught at the school, except in the case of private musical tuition. In addition:

- no charge for examination entries, except where a student has failed, for no good reason, to complete the requirements of the examination or to attend for it;
- voluntary contributions are requested from parents for school activities in or out of school time for which compulsory charges cannot be levied but which can only be provided if there is sufficient voluntary funding.
- contributions are requested for activities wholly or mainly outside school hours which are not part of the National Curriculum, statutory religious education or in preparation for a prescribed public examination;
- contributions are requested for all board and lodging costs on residential visits;
- contributions are requested if, as a result of student neglect or misbehaviour, equipment or materials are lost or damaged, or the school building or its fittings are damaged.

5.16 Free School Meals

If you are entitled to Free School Meals and do not claim this benefit, please consider applying. Under the new funding arrangements schools will gain an extra finance for students who claim Free School Meals. As parents and carers you benefit from the extra financial support and the school benefits from the additional funding. Students who received free school meals in their current (Herefordshire) primary schools must complete a new form for JMHS as they are not automatically transferred to us.

Free School Meals can be awarded if you or your partner is in receipt of one of the following qualifying benefits:

- Income Support or Income Based Job Seekers Allowance
- Income-related Employment and Support Allowance
- Pension Guarantee Credit

- Child Tax Credit, where Working Tax Credit is NOT in payment AND your annual income does not exceed the limit determined by HM Revenues and Customs
- Working Tax Credit 'Run On' (A four week payment when your employment has ceased or your working hours reduce below 16 per week)
- Support under Part VI of the Immigration and Asylum Act 1999

Free School Meals will only be awarded on receipt of a completed, approved application form and will commence from that date. Applications cannot be backdated. You only need to complete one application form for all your children, even if they attend different schools within Herefordshire Council's jurisdiction. Applications can only be made for children attending a school within Herefordshire local authority. If your child/children attends a school in a different authority, your application for Free School Meals should be made to that authority, even if you reside within Herefordshire. For more information please contact the Benefits Team at Herefordshire Council. Email: benefits@herefordshire.gov.uk Telephone: 01432 260333, Address: Revenue and Benefits Section, Plough Lane, Hereford HR4 0LE. Or follow this link, [contact us](#).

5.17 Travelling to School

Bicycles: Bicycles must be roadworthy and we recommend cycle helmets and safety/fluorescent clothing. Bicycles must not be ridden within the school grounds and must be secured to the bicycle rack during the school day.

Cars: Our school grounds are extremely busy and we request that parents observe road markings and only park in designated areas. **At the end of the school day parents are requested not to drive into the school grounds until after 3.30pm;** this will ensure the school buses have adequate space to manoeuvre. Please always give priority to students on foot and school transport buses and taxis and follow the directions of the duty staff wearing fluorescent jackets.

Buses: Applications for bus passes are made to Herefordshire Council and your child's primary school will have application forms. Applications must be received by the Council before the end of the Summer Term prior to commencement at JMHS. Information regarding bus routes can be obtained from the Education Transport Officer on 01432 260924. Students should carry their passes at all times as they will be required to show them when they board the vehicle. Students must wear seatbelts if they are provided and behave well at all times. It is a parental responsibility to see children to and from a boarding/alighting point.

In the morning all students should wait at their bus stop for thirty minutes. If the bus has not arrived by then they may return home to make alternative arrangements for getting to school. If a student misses their bus at the end of the day, he/she should report to Reception so that alternative arrangements may be made. Students arriving late at school because of bus delays should sign in at Student Services Centre immediately. Any problems with school bus travel should be reported to our School Business Manager, Mrs Bradbeer either by phone or via email on Wendy.Bradbeer@jmhs.hereford.sch.uk.

5.18 The Governors of JMHS

The most important role for Governors is to promote high standards of educational achievement at the school. They do this in three ways: by providing a strategic view, acting as a critical friend and ensuring accountability. Being a governor can be extremely rewarding and interesting and if you are interested in finding out more and helping to shape the future of our school, please contact the Clerk, Mrs Rebecca French.

The Governors - September 2017

Andy Collard, Jenny Davies, Sam Dudley, Andrew Evans, Donald Henderson, Pippa Henry, Debs Hiley (Chair), Dulcie Karadia, Claire McKeown (Vice Chair), Nick Morris, Lucy Potter, Rachel Usher
Clerk: Rebecca French

'Governance is effective and governors hold school leaders to account for the school's performance.' Ofsted 2017

5.19 Friends of JMHS

Friends of JMHS (FJMHS) is here to financially and resourcefully support the school. We support school events, for example, by providing refreshments at the school production and we run fundraising activities such as a Quiz Night and parent-led workshops and a lottery.

There is a Committee who do the paperwork and act as the central hub but most fundraising is done by small groups working together, meeting and chatting as necessary to get the job done.

Whilst getting involved and joining in is particularly rewarding and enjoyable, we also offer the opportunity for parents to donate directly.

Our funds go towards supporting a diverse range of projects, from renewal and new developments to curriculum enhancing projects and activities.

Invitation to get involved with Friends – it's social, it's fun *and* it raises money.

Sign up to the FJMHS newsletter here <http://fjmhs.org.uk/>

Follow us on twitter @fjmhs

Come along to our meetings

Get in touch. Any feedback, ideas, successful fundraiser up your sleeve? Contact info@fjmhs.org.uk and we'll take it from there. You don't have to be on any committee!

5.21 Club List

John Masefield High School
Mabel's Furlong
Ledbury
Herefordshire
HR8 2HF

Telephone	01531 631012
Email	admin@jmhs.hereford.sch.uk
Website	www.jmhs.hereford.sch.uk

Headteacher	Mr Andrew Evans BSc MA
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