
John Masefield High School
and Sixth Form Centre

Joining JMHS 2025-26



www.jmhs.hereford.sch.uk

Headteacher's Introduction

I am delighted to be able to welcome you to John Masefield High School.

Our school is characterised by its warm and supportive community. We are welcoming, positive, friendly, and we help one another. As a relatively new member of this community, having joined in September 2024, I am reminded every day when I talk to children, their families and my colleagues, how fortunate and privileged I am to be part of John Masefield High School.

This community is an important foundation for excellent and enjoyable learning. As John Masefield himself wrote, "the days that make us happy make us wise". We know that children learn best in an environment where they feel happy and safe, where they have positive and trusting relationships, and where they benefit from inspiring experiences and opportunities. We also know that excellent learning *is* enjoyable: that humans flourish and thrive as they acquire new knowledge and skills.

We are therefore highly ambitious for our children, and we have high expectations of them. We want the very best for them, and we know that this means providing an education that goes beyond qualifications: we want our children to leave us with rich experiences, a wealth of opportunities, and a well-rounded character. We know, also, that to provide this excellent education we need to know our children as individuals, understand their interests, hopes and ambitions, so we can help them to achieve these. This means that we also have high expectations of ourselves, and I am very grateful for the tireless hard work of all our staff, as they seek to continually improve our school and enrich our community.

It is our great fortune to be the only school in the wonderful town of Ledbury. We are keenly aware of the trust and responsibility placed in us by our community as we educate the next generation. We will always want to work in partnership with our families and the wider community, seeking to benefit from their wisdom and expertise, as we discharge this most important of duties.



John Holmes
Headteacher

Contents

| | |
|--|----|
| Headteacher's Introduction | 2 |
| 2 Admission to JMHS..... | 4 |
| 2.1 About the School | 4 |
| 2.2 Admissions Procedure | 4 |
| 2.3 Visiting the School | 4 |
| 2.4 Transferring to JMHS from Primary School | 5 |
| 2.5 Transferring to JMHS after the start of Year 7 | 5 |
| 3 The Curriculum..... | 5 |
| 3.1 Curriculum Design..... | 5 |
| 3.2 Achieving Success | 7 |
| 3.3 Our Reading and Literacy Culture | 8 |
| 3.4 Special Educational Needs and Disabilities..... | 8 |
| 3.5 Homework..... | 8 |
| 3.6 Performing Arts | 9 |
| 3.7 Enrichment and Extra-Curricular Activities | 10 |
| 4 Pastoral Support..... | 11 |
| 4.1 Student Support..... | 11 |
| 4.2 The Pastoral System..... | 11 |
| 4.3 Assemblies | 11 |
| 4.4 Leadership Opportunities for Students | 11 |
| 4.5 Child Protection and Safeguarding | 12 |
| 4.6 Anti-Bullying..... | 13 |
| 4.7 Mental Health Provision | 13 |
| 4.8 Early Help Offer | 13 |
| 5 Information for Parents | 13 |
| 5.1 Communication with Parents | 13 |
| 5.2 Student Equipment..... | 14 |
| 5.3 Lost Property..... | 14 |
| 5.4 Student Behaviour | 14 |
| 5.5 Home School Agreement..... | 15 |
| 5.6 School Uniform | 15 |
| 5.7 Employment of Children..... | 17 |
| 5.8 Times of the School Day | 17 |
| 5.9 Term Dates 2025-2026..... | 17 |
| 5.10 Attendance, Absence and Illness..... | 17 |
| 5.11 Data Protection..... | 18 |
| 5.12 Photographs..... | 18 |
| 5.13 School Meals..... | 18 |
| 5.14 Free School Meals..... | 19 |
| 5.15 Charging Policy and Voluntary Contributions..... | 20 |
| 5.16 Travelling to School | 20 |
| 5.17 The Governors of JMHS | 21 |
| | 22 |

2 Admission to JMHS

2.1 About the School

JMHS is an all ability rural comprehensive school for students aged 11-18, which opened in 1978. JMHS became a single academy trust in 2011 and is managed by the JMHS Board of Trustees. We officially have seven feeder primary schools Ashperton, Bosbury, Colwall, Cradley, Eastnor, Ledbury and Much Marcle but in reality we regularly receive students from over 20 primary schools across Gloucestershire, Herefordshire and Worcestershire. Our Planned Admission Number is 150 students per year group, but we are always happy to accommodate more students whenever we can.

We have three aims as a school which underpin all that we do:

- Provide excellent and enjoyable learning for all
- Enable each individual to achieve their personal best
- Be a community where we all support each other

The governors and senior leaders are constantly reviewing the facilities and quality of accommodation to improve the teaching rooms, facilities for Arts, sports and well-being, and investing in improving JMHS.

'Pupils are happy and feel safe at school. This is because staff make time for them and listen to any concerns.' Ofsted 2022

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 potential. Applications to John Masfield High School should be made online at <https://educationportal.herefordshire.gov.uk/Synergy/FSD/SchoolAdmissions.aspx>. For students joining from primary school the closing date for applications is 31 October 2024 and offers of places are made to parents, by Herefordshire Council, on 1 March 2025. The Council's webpage above contains a wealth of information and also provides a link to the Government's guide for parents on school admissions and appeals.

School Admissions and Transport

Tel No: 01432 260925

School Admissions, Herefordshire Council, Plough Lane Offices, Plough Lane, Hereford HR4 0LE

Our Admissions Policy can be found here:

<https://www.jmhs.hereford.sch.uk/about-us/policies/>

We have often said that if we had sent our son to a private school we could not have had better education or support for him. (Parent: June 2019)

2.3 Visiting the School

We hold an Open Evening each year and we welcome everyone to come and visit the school and see its facilities and buildings and meet our staff. You are also welcome to request to meet with a senior member of staff personally; please contact the school and we will be happy to arrange this for you.

'Parents rate teacher's high expectations because they push pupils to do more. Many say teachers go 'above and beyond' for their children.' Ofsted 2022

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. 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. We offer tours, which are an opportunity for you to have a comprehensive look at our school during a normal school day accompanied by senior staff. Our Year 5 and Year 6 days are a chance for your children to experience a full day at JMHS, following a carefully planned timetable.

The following dates are key to our transition planning:

Open Evening: Thursday 9 October 2025 (provisional date)

Year 5 Evening for parents & students: Thursday 2 July 2026, 6.00pm - 7.30pm

Year 5 Day for students: Tuesday 7 July or Wednesday 8 July 2026 (varies according to primary school)

Year 6 Evening for parents & students: Thursday 25 June 2026, 6.00pm - 7.30pm

Year 6 Day for students: To be confirmed

'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

'School leaders have constructed a rich and engaging curriculum. They are ambitious that all pupils will access and learn from a broad range of subjects.' Ofsted 2022

3.1 Curriculum Design

At John Masfield High School, our aim is to provide excellent and enjoyable learning for all of our students through a broad and balanced knowledge-based curriculum. We employ a 'top-down' approach, thinking about what students need to know to access top universities, high-quality apprenticeships and good careers. We have then used our knowledge of the Key Stage 2 curriculum, that students have studied at primary school, to design a clear learning journey to allow students to succeed. The most important facts and key knowledge are taught in Year 7 and are revisited many times gradually building complexity. Learning is sequenced to enable new knowledge to be linked to previous learning and ensure that topics are taught in an order that helps students to know more, remember more and understand better.

Each of our curriculum areas has judiciously identified key knowledge that will enable students to have a secure understanding of our cultural heritage and the world around us. We have made sure that this key knowledge at least matches or goes beyond national curriculum requirements in all subject areas. Our curriculum has been carefully sequenced so that students acquire mastery and embed deep and rich knowledge webs in long term memory. Our students are given many opportunities to apply this knowledge in a broad range of academic and vocational studies, so that they become fluent and skilful in application. This enables our students to not only achieve success in examinations at GCSE and Advanced Level, but also to solve complex real-life problems.

A key principle of our curriculum design is to provide a broad, enriching cultural experience through our teaching of subjects and our extensive enrichment programme. These include a wide range of clubs, cultural visits and leadership opportunities so that students enjoy learning and understand how so many aspects of science, the arts and culture are interconnected in a fascinating and exciting way. For example, all students in key stage three visit the theatre, museums and galleries, learn to play two musical instruments to a basic standard and have the opportunity to visit France and Germany for a low cost cultural and languages visit. We ensure that nothing stands in the way of all students taking full advantage of all the school has to offer. Disadvantaged students are supported with costs so that all can afford to attend. Similar opportunities for older students include all physicists visiting the Large Hadron Collider at CERN in Switzerland, a cultural and literary weekend in London for all students studying English and arts subjects, and numerous university and employer visits.

We deliver the curriculum using simple, effective and research driven teaching, with a particular focus on closing the gap between disadvantaged students, students with SEND and other students. As a result of this, the majority of subjects are taught in mixed attainment classes and we use our training programme to ensure that teachers and support staff are experts in adaptive and responsive teaching, and know disadvantaged students and students with SEND especially well to understand their barriers to learning, how to motivate them and their strengths.

We prepare students for life in modern Britain through developing 'British Values', high quality personal, social and health education, relationships and sex education, numerous cultural experiences and good quality careers education. There are a wide range of enrichment activities in the arts, sport and many other areas in which all students are encouraged to participate. Leadership opportunities including sports, arts language leaders, and prefects provide the chance for our students to develop character and interpersonal skills.

If you have any questions or queries regarding our school curriculum please contact:

Mr Adem Osbourn
Deputy Headteacher: Curriculum, Assessment and Teaching
Email: adem.osbourn@jmhs.hereford.sch.uk

We have a strong Curriculum Leaders' Team, who should be the first contact for subject specific concerns. Please find their details below:

| | | |
|----------------------|---------------------------|--|
| Anthony Bees | Subject Leader PSHRE | Anthony.Bees@jmhs.hereford.sch.uk |
| Steven Card | Faculty Leader Maths | steven.card@jmhs.hereford.sch.uk |
| Julia Haynes | Faculty Leader English | Julia.Haynes@jmhs.hereford.sch.uk |
| Florence Lehman | Faculty Leader MFL | florence.lehmann@jmhs.hereford.sch.uk |
| Joanne Males | Faculty Leader Vocational | joanne.males@jmhs.hereford.sch.uk |
| Andrew Morgan | Subject Leader PE | andrew.morgan@jmhs.hereford.sch.uk |
| Jess Mortimore-Price | Subject Leader Music | jessica.mp@jmhs.hereford.sch.uk |
| Leo Roberts | Faculty Leader Science | Leo.Roberts@jmhs.hereford.sch.uk |
| Elisha Robinson | Subject Leader Psychology | elisha.robinson@jmhs.hereford.sch.uk |
| Danny Rodgers | Subject Leader Drama | daniel.rodgers@jmhs.hereford.sch.uk |
| Gary Ward | Subject Leader History | Gary.Ward@jmhs.hereford.sch.uk |

| | | |
|-----------------|--------------------------|--|
| Abbie Wakefield | Subject Leader Geography | Abbie.Wakefield@jmhs.hereford.sch.uk |
| Bethan Woolley | Subject Leader Art & DT | Bethan.Woolley@jmhs.hereford.sch.uk |

'Subject leaders have designed their curriculum to clearly specify what pupils should know and be able to do at each stage in their learning. This helps teachers to plan well-ordered lessons. Ofsted 2022

3.2 Achieving Success

Teachers identify key learning points in each topic and use assessment to measure whether students know and understand these learning points. Where the students do not understand the teacher gives individual help or reteaches the content.

Assessment

During the first 10 minutes of each lesson, students usually complete a task that reviews previous learning individually in silence. This allows the teacher to check students have learnt key knowledge. During the lesson and at the end of the lesson teachers use questioning to check student understanding, and adjust their teaching if needed.

In Years 7, 8 and 9, students complete three in class summative assessments per academic year (one per term). Curriculum leaders can choose the most appropriate point in the term for the assessments to take place, depending on the sequence of the curriculum. If students miss a summative assessment due to absence, they must sit the test at the next possible opportunity.

In Year 10, there are two in class summative assessments per academic year, and students have end of year tests in the summer term, which take place in class (apart from in core subjects, where they take place under exam conditions in the sports hall). In Year 11, students have mock exams for core subjects and languages in the autumn term. There is a second set of mock exams, for all subject, in the spring term. For non-core subjects, students complete an in-class assessment during the autumn term.

Students' progress is reported to parents twice per academic year. Once in the spring term, which includes the autumn term test percentage and a grade for 'care & concentration' and for homework. It is also reported in the summer term, this is a full report which includes the spring term test percentage, a grade for 'care & concentration' and for homework, and a tutor comment. There is also one in person parents' evening event, where teachers can provide more detailed support and parents have the opportunity to ask questions.

Role of Form Tutors and Year Leaders

Form Tutors take a holistic approach supporting students with their studies, organisation and pastoral issues. If there is an issue you wish to discuss with us as a school, we would encourage you in the first instance to contact your child's Form Tutor.

Year Leaders oversee the work of the Form Tutors, deal with more complex pastoral and behavioural issues and set high standards for their Year Group. Year Leaders work closely with parents if any serious issues occur that need to be resolved.

Praise and Rewards

Teachers use specific praise when students work well. They award house points for achievements including showing excellence in their work, being resilient and showing respect for others in our school community. Staff can nominate students who are achieving particularly well or making significant improvement for a range of awards. These include praise postcards, Headteacher achievement awards and year group awards. Students in Year 10 have the opportunity to apply for the prestigious position of School Prefect. Prefects can help younger students with reading, maths and settling into JMHS and lead Performing Arts, Sports and other key events.

Over the last two years we again have been so impressed with the efforts of you and your sixth form staff (letter from Parents to Headteacher)

3.3 Our Reading and Literacy Culture

We strongly believe that all students should be able to communicate effectively, through reading, writing and oracy, and this is an essential part of all lessons at JMHS. A strong emphasis is placed on a whole school rigorous approach to reading that develops learners' confidence and expands students' knowledge, ambitions and empathy. Twice per week, morning tutor time sessions are used to develop students' literacy skills, this includes independent reading, improving comprehension skills, developing writing, and topical news and other structured discussion to build oracy skills. All students in Year 7, 8 & 9 are asked to have a 'book-in-my-bag' and these students are set reading homework each week, which is closely monitored by English teachers using Microsoft forms. Students in Year 7 and 8 have a timetabled library lesson once a fortnight and follow an enriching reading curriculum covering titles such as classical tales, myths and legends. Year 9 students have a library lesson each half term and cover short stories of differing genres. The library is well stocked with excellent displays to ensure students read a breadth of books; it is a vibrant place before school, at break and lunchtime. In addition, students are encouraged to access wider reading linked to their studies. Students who need extra support for their reading, as identified using Arti testing, are offered a range of intervention strategies such as: Reading Buddies where students are paired up with Reading Prefects; or daily 1-1 reading; as well as small intervention groups. The school year is punctuated with reading focussed activities and competitions - reading is not just for World Book Day. Our enthusiastic school librarian and English teachers promote reading using our excellent library as a base for book clubs and exciting author visits.

'Leaders have developed a strong culture of reading. Every pupil reads a class text in tutor time. This boosts pupils' confidence and fluency. Those who struggle to read receive bespoke support from well-trained staff.'
Ofsted 2022

3.4 Special Educational Needs and Disabilities

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 (SENDCo), Mrs Hayley Newnes, has responsibility for SEND and is always willing to meet with parents to discuss a student's specific needs. Mrs Newnes can be contacted via Hayley.Newnes@jmhs.hereford.sch.uk.

Details of the JMHS SEND policy and SEND Information Report 2024-2025 can be found on the school website www.jmhs.hereford.sch.uk/about-us/policies/.

'Leaders provide strong support for pupils with special educational needs and /or disabilities (SEND). This is because specialist staff accurately assess and identify their needs.' Ofsted 2022

3.5 Homework

Homework tasks are carefully planned to reinforce recent and past learning and to enhance the student's fluency in applying their learning in a variety of contexts. Most homework tasks are set as discrete tasks to complete by the following week. Teachers talk to students about homework in class, explaining what they need to do, so that students are clear and can succeed with homework.

How and when is homework set?

The school uses a secure online system called Epraise to provide students and parents/carers with details of individual homework issued by teachers. Students usually complete homework in their exercise books but

can also be set online homework. Epraise also provides attendance data and the number of House points for your child. It is essential, therefore, that we have an up to date email address for parents as, without this, you will not be able to access Epraise.

Homework is set as outlined below:

- Year 7, Year 8 and Year 9: 30-40 minutes per week in English, mathematics, science, modern foreign languages, and 30-40 minutes per fortnight in history and geography
- Year 10 and Year 11: 30-40 minutes per week per qualification
- In the Sixth Form students are expected to spend 6-8 hours per week on homework, private study and revision for each of their A Level courses.

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
- 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

Homework Support

Our Homework Support sessions provide a supportive and encouraging environment for students to improve homework, have support with revision and complete extra tasks/activities to aid progress. The sessions take place after school in the Hub, where students have a quiet, structured place to work independently and can also be offered support from staff where needed. Students attend after they are recommended to do so by their class teachers, tutors or parents and can attend for one to four days a week. Parents are contacted for all referrals and suitable days to attend are mutually agreed.

3.6 Performing Arts

The Performing Arts faculty at JMHS 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 and music up to the end of Year 9 and can then opt for a wide range of GCSE, A Level and vocational courses within the Performing Arts. All willing musicians are also offered a variety of instrumental lessons from our excellent peripatetic staff. In Year 7, 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. These ensembles continue to grow and develop with each cohort of different musicians. 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.

Dramatically, several clubs run throughout the year including Key Stage 3 and Senior Drama Club. All disciplines are brought together in the annual school production which is a highlight of the school calendar. In recent years the school has offered Oliver, The Wizard of Oz, School of Rock, The Sound of Music, The Addams Family, Guys and Dolls and Joseph and the Technicoloured Dreamcoat. This broad spectrum tends to alternate between classic and modern musicals.

We are continuing to build on and develop our community links as our venue is refurbished and updated. The theatre now has capacity for 224 in new raked seating and this is a very exciting time to be part of Performing Arts at JMHS.

'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 feedback

3.7 Enrichment and Extra-Curricular Activities

Weekly Clubs

There are a wide range of extra-curricular activities taking place during term time at lunchtime and after school. These include art, cookery, board games club, chamber choir, football, rugby, and dance to name a few. Clubs and activities will change termly to ensure that students are provided with an array of opportunities throughout the school year. If we do not currently cater for your particular hobby or interest, please let us know and we will try our best to accommodate your request.

Trips, Visits and Events

The school offers a number of extra-curricular trips, for example, our Languages faculty organise regular trips to Germany and France so students can practice their languages and experience other cultures. Our other faculties provide trips thought the school year to provide an immersive approach to the curriculum and experiences which build upon the students' cultural capital. These trips, together with numerous events run in school 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 music provision and they will be offering tuition in voice, bassoon, oboe, piano, violin, viola, guitar, ukulele, drums, oboe, clarinet, flute, saxophone and brass. Students are also strongly encouraged to join one of our ensembles, orchestras or choirs.

If you would like your child to access private lessons, parents can contact Miss Mortimore-Price directly on jessica.mp@jmhs.hereford.sch.uk. Private lesson contracts are held between the peripatetic teacher and parents directly. The school facilitates the initial contact and helps resolve any issues, which may arise.

'Pupils can do unusual stuff at this exciting school.' Ofsted 2022

4 Pastoral Support

John Masefield High School 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, CAMHS, student counselling services and the educational psychology service.

'The designated safeguarding leader (DSL) ensures that staff safeguarding training is refreshed regularly. The DSL and staff understand local community issues and take timely, appropriate action when concerns arise.' Ofsted 2022

4.2 The Pastoral System

At JMHS we have a pastoral system which not only helps provide outstanding support but also provides a great sense of identity and friendly competition for all students. Each year group is supported by a Head of Year and an expertly led team of form tutors. Students will also be allocated to a House. At the end of each academic year Houses and Year Groups compete for trophies awarded for positive behaviour, high attendance, sporting achievement, participation and House Points. Each week students have assemblies that address key PSHE themes as well as a wide range of challenge activities to compete as a tutor group. Student Support Assistants offer excellent support to Year Leaders as well as being a contact point for both parents and students alike. The pastoral team is as follows:

Head of Year 7 – Miss N Drew
Head of Year 10 – Mrs A Mack

Head of Year 8 – Miss T Coles
Head of Year 11 – Mr M Carter

Head of Year 9 – Mr M Day

Student Support Assistants – Ms V Chadney (Years 10 & 11), Mrs S McCarthy (Years 8 & 9) and Mrs H Mitchell (Years 6 & 7)

Mrs C Limbrick, Deputy Headteacher, is the Senior Leadership Team member responsible for overseeing pastoral care.

Mr A Williams, Assistant Headteacher, is the Designated Safeguarding Lead.

My wife and I had been particularly impressed with the pastoral care you and your incredible team had given our son as well as the steady progress in his academic achievements. (Parent: July 2019)

4.3 Assemblies

The purpose of assemblies is to develop ethos, to convey information and to help deliver our PSHE curriculum. 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 respect to other religions.

*All pupils take part in an innovative personal development curriculum.
Each year, pupils sign the school's 'Equality Pledge'. Ofsted 2022*

4.4 Leadership Opportunities for Students

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 to 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 extend in Year 10 with the opportunity for students to apply to be school prefects at the start of the year. Applicants for school prefect have to be nominated by their Form Tutor or Year Leader for being conscientious, considerate and co-operative and complete an application form. The Headteacher reviews all applications and makes the decisions on appointment of prefects. We expect all applicants for prefect positions to have excellent attendance and punctuality, to always wear the correct 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 hope that when your son or daughter reaches Year 10 they will be inspired to apply for a prefect position.

Each year students are voted in to represent their tutor group in our Year 7 to 13 Student Council. We have four committees who gather student voice, review and plan changes to improve our school:

- Events, Fundraising and Rewards Committee
- Eco & School Improvement Committee
- Academic & Learning Committee
- Well-being & Inclusion Committee

Students continue to have leadership opportunities in the sixth form. Students in Year 12 apply for roles within the Student Leadership Team at the end of the Spring Term in order to take over after Easter when Year 13 begin their final examinations. Students who wish to be considered for a role, submit a letter of application outlining what they would bring to the post and how their past experience has contributed to their skills in leadership, communication and developing a community. There are a number of roles available each year for instance Charity Lead, Sports Captain, News Editor, Study Advisor, Student Council Chair and a number of Subject Ambassadors. The most sort after positions in the school are those of Head Student. These students are selected after a letter of application, formal interview with the Sixth Form leadership staff and a vote from students following a presentation on their ideas. The role of a Head Student is to be a leader, advocate, and representative for the student body, working to improve the student experience and promote a positive school culture. Head Students should reflect the school's values, with a focus on leadership, responsibility, integrity, and excellent study skills, while demonstrating the ability to communicate effectively and build positive relationships with others.

'Students are then well prepared to go on to higher education, employment or training. For example, as a result of the school's focused working on raising ambition for all, many more female students now opt to study science, mathematics and medicine as undergraduates than ever before.' Ofsted 2022

4.5 Child Protection and Safeguarding

Safeguarding is of the highest priority at JMHS 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 Child Protection and Safeguarding Policy and our Online Safety Policy is available on our website and on request from Andy Williams, Assistant Headteacher and Designated Safeguarding Lead (DSL) who is the designated member of staff responsible for coordinating action within the school and liaising with other agencies. Andy Williams is supported by our Deputy Designated Safeguarding Lead, Assistant Headteacher, Dean Wyatt. Both of them are contactable at safeguarding@jmhs.hereford.sch.uk. Year Leaders in the school also undergo Safeguarding Lead training and can also work directly with families.

4.6 Anti-Bullying

We operate a robust and transparent anti-bullying and equalities policy. Both policy and practice is regularly reviewed and both staff and students are regularly reminded of our strong commitment to effectively tackle bullying at JMHS. All staff at JMHS work hard to identify and effectively resolve bullying issues and students at JMHS through assemblies, lessons and PSHRE workshops play an active role in making JMHS a safe and happy environment for all. If you have any concerns or questions about bullying at JMHS, your child's Form Tutor or Year Leader will be there to provide excellent support for you and your child. Students have the facility with our "Epraise" system to report bullying to the pastoral team from home and on their mobile device.

The school's approach to anti-bullying is a significant section of our Behaviour for Learning Policy, a copy of which can be obtained from the school website.

'Pupils can report bullying anonymously using a dedicated app. They appreciate this confidential support. If they see something wrong, they will speak out and be heard.' Ofsted 2022

4.7 Mental Health Provision

At JMHS we fully understand the challenges young people can face in relation to mental health. We have a dedicated Mental Health Lead, who works closely with the Pastoral and SEND teams to ensure appropriate support is provided when required. We also work closely with outside agencies such as Onside (formerly CLD Trust), WEST, CAMHS and the school nursing service. If you ever have concerns about the mental health of your child, please contact us to discuss support. Information regarding support available to parents and students can be found on our website.

4.8 Early Help Offer

JMHS' Early Help Offer in conjunction with Herefordshire Children's services and other agencies, aims to provide support for families as soon as they emerge. Early Help sits below interventions such as Child in Need or Child Protection on the Herefordshire continuum of needs. A copy of our Early Help Offer is available on the school website or a hard copy can be requested from Student Services and this outlines routes of support that can be accessed through school or directly by parents for a huge range of needs including mental health, parenting support, housing, attendance support and much more. For further details about Early Help pathways available in Herefordshire you can phone the Hereford CHAT line 01432 260261. For parents with Gloucestershire or Worcestershire postal addresses similar Early Help offers exist and details can be accessed through school.

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. All school communication is via My Child At School (MCAS) or Parentpay, so it is important you sign up to receive our emails. Our website provides a wealth of information, www.jmhs.hereford.sch.uk, including the regular Headteacher's Newsletters.

Our Student Support Assistants are always willing to help you and their details are:

| | | |
|----------------|--|------------------------------|
| 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 H Mitchell | Helen.Mitchell@jmhs.hereford.sch.uk | Student Support |

Personal appointments can be arranged, at a mutually convenient time, with relevant members of staff to discuss any matters of concern. You should always report to the 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 Equipment

Students will need to be prepared for every lesson and are expected to have all of the following equipment with them every day:

- Pencil case with at least two black pens
- Ruler
- For Year 7, 8 & 9: Reading book
- Their school timetable (tutors issue these at the start of the Autumn Term)
- Long hair must be tied up for practical lessons – students with long hair will therefore also require a hairband as part of their equipment
- One green pen
- Pencil
- For Years 9-11: Scientific Calculator
- Large water bottle

Equipment checks are carried out during tutor time. Other equipment which would be useful include coloured pencils or felt tips, highlighter, eraser, sharpener, basic calculator, geometry set, and a suitable rucksack to keep everything in. Single shoulder strap bags are inappropriate as they are generally not sufficiently large enough to carry all their school equipment and books, cause shoulder and arm strain, and potentially create divisive competition. Please help us to keep your children healthy and minimise differences 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 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, changing rooms will be locked by staff during each lesson. 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 working to achieve your personal best, showing respect for all within our community to ensure there is excellent and enjoyable learning for all. This provides us with a focus which harnesses the positive ethos of the school and enables all of us to work together successfully. We have a behaviour for learning policy to ensure we achieve this aim, alongside clear routines throughout the school day. Where students do not work as hard as they could in lessons and 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 for the remainder of the lesson and receive a sanction. The full behaviour for learning policy can be viewed on our website <https://www.jmhs.hereford.sch.uk/about-us/policies/>.

'Pupils behave well. They are polite to teachers and considerate to their peers. Pupils enjoy each other's company. They socialise well together' Ofsted 2022

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 which help students know more, remember more and understand better
- 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

I have to say Sir, you and your fellow team members of which I include the support staff, are a credit to the school and indeed your profession as a whole. (Letter to Headteacher)

5.6 School Uniform

We consider that uniform is important for several reasons:

- It provides students with a sense of identity, pride in our school and minimises differences
- 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 understand that purchasing a new uniform can be costly for parents and carers, and if you have concerns about meeting this cost please contact us at admin@jmhs.hereford.sch.uk and we will try and help. We have a supply of good quality second-hand uniform, including a limited supply of PE uniform, please contact Mrs Chadney at val.chadney@jmhs.hereford.sch.uk for more details.

Uniform Suppliers

| | |
|---|---|
| Clubsport , Unit 4, All Saints Court, Hereford, HR4 0BA, Tel: 01432 342626 https://club-sports.shop/collections/john-masefield-high-school | Your Name On It , 42 Bye Street, Ledbury Open Tuesday and Thursday 2pm – 6pm, and Saturday 9.30am – 12.30pm, Tel: 01886 881 081 http://www.yournameonitshop.co.uk/jmhs.html |
|---|---|

| Item | Permitted | Not permitted |
|------------------|--|---|
| Trousers | Formal charcoal grey or black trousers (smart, not denim, casual, not skinny fit, not jeans) eg Trutex charcoal grey school trousers DL943 Charcoal (senior sizes) DL944 Charcoal (smaller sizes) | Any other style of trousers |
| Skirts | David Luke DL973 grey drop waist pleat skirt with JMHS logo, worn at a professional length | Any other style of skirts |
| Shorts | Tailored, charcoal grey or black formal shorts that reach knee level | 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 (optional) | Non JMHS items |
| Outerwear | Coat/outer jacket with full length zip/fastening | Hoodies/jackets without full length zip/fastening |
| Scarves and hats | Scarves and hats are permitted for warmth/protection from the sun | |
| Belts | Plain black | |
| Socks and Tights | Plain black socks Plain black tights | Leggings and legwarmers |
| Shoes | Plain black shoes or plain black trainers | High heels |
| Jewellery | Two small studs are allowed in each ear only (no other types of earrings) One clear plastic nose stud A charity wristband and badge may be worn for one week only to support the charity | Hoop/drop earrings, rings, necklaces or bracelets Facial piercings (other than nose), metal nose studs, spacers, plasters to cover piercings |
| Make-up | Discreet make up | False eyelashes, coloured lipstick, false nails, coloured nail polish, any ink drawings on skin |
| Hair accessories | Long hair must be tied back in practical lessons | |
| Hair styles | Hair must be of natural colour and one colour only | Extreme styles such as shaved-in patterns, dip dyed |
| 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 |

PE Uniform

Navy PE T-Shirt with school logo
 Navy JMHS Quarter zip top or rugby shirt with gold band across middle
 Plain navy blue shorts (no stripes permitted) or plain navy blue skort
 Plain navy blue jogging bottoms
 PE socks navy/gold and PE socks white
 Trainers, football boots, shin pads
 JMHS navy leggings (optional, can be worn as a sports legging or under shorts/tracksuit bottoms as an additional layer in colder months)

Mobile phones and head/ear phones should not be seen or heard at any time on school site. If a student needs to contact home they should go to Student Services.

Students who do not comply with uniform requirements will be isolated.

JMHS will allow for certain adaptations to the uniform policy for students on the basis of protected characteristics. Please contact Mrs Limbrick, Deputy Headteacher, or your child's Year Leader who can answer queries and respond to requests for adaptations.

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 8.45am. We expect all students to arrive no earlier than 8.10am and no later than 8.40am each morning. Students arriving early can go to the library from 8.10am, or remain in their year group zones until school commences. Students should not leave the school site once they arrive at school. We operate the following staggered finish times to help students leave the school site safely:

Years 7-9: 3.15pm Years 10-11 and Sixth Form: 3.20pm

5.9 Term Dates 2025-2026

| Autumn Term 2025 | |
|-------------------------|---------------------------------------|
| Term starts | Wednesday 4 September* |
| October half term | Monday 27 October – Friday 31 October |
| Term ends | Friday 19 December |

| Spring Term 2026 | |
|-------------------------|--------------------------------|
| Term starts | Tuesday 6 January |
| February half term | Monday 16 – Friday 20 February |
| Term ends | Friday 27 March |

| Summer Term 2025 | |
|-------------------------|-------------------------------|
| Term starts | Monday 13 April |
| May half term | Monday 25 May – Friday 29 May |
| Term ends | Friday 17 July |

* Wednesday 4 September is the start of term for Year 7 and Year 12. The start of term for Year 8 to Year 11 and Year 13 is Thursday 5 September.

5.10 Attendance, Absence and Illness

It is expected that students attend school every day. Whilst we do understand there are legitimate reasons for absence, government guidance is clear that students can attend school if feeling under the weather and we would ask all parents and carers to support this approach. If your child is too ill to come to school, please leave a message on the school's student absence line before 9.00am – ring the main school number 01531 631012 and select option 1. Alternatively email us on studentabsence@jmhs.hereford.sch.uk. Absences from school should always be kept to a minimum and an 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 not authorise any holiday absences, unless there are special circumstances. If you have any queries about attendance, please speak to your child's Year 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.

Should your child fall ill at school they will be assessed by a first aider. If they need collecting, we will contact you and keep them comfortable 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.

5.11 Data Protection

All new students will be given access to the Aplica portal to be completed by parents before your child starts with us. This provides us with the essential information we need. We will issue you with details of the Bromcom Parent app (My Child At School) which will enable you to check the information we hold about your child, make any changes, and allow you to view key information about your child throughout the year such as progress checks, reports and examination timetables.

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. 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). Our privacy notices can be found on the school website, www.jmhs.hereford.sch.uk/about-us/policies/.

5.12 Photographs

Individual formal photographs of all Year 7, Year 9 and Year 11 students are taken during the autumn term. In addition, Year 7 students have a tutor group 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 website by us 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 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 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, MiQuill Catering 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 break time and at lunch time. The dining rooms operate a cashless system and money can be loaded onto student accounts on-line via ParentPay.

5.14 Free School Meals

As the cost of living continues to rise, we are acutely aware that more and more of our families are finding it harder to make ends meet. The government have significantly expanded access to free school meals in the last few years and we want to outline the criteria for receiving free school meals, how you apply, and explain what your child is entitled to and how it works.

Is my child eligible for free school meals?

Free school meals are available to children 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
- Universal Credit if NET earnings do not exceed £7,400 per year (£616.67 per month)
- Pension Guarantee Credit
- Child Tax Credit, where Working Tax Credit is NOT in payment AND your annual income does not exceed £16,190 (as 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 a week)
- Support under Part VI of the Immigration and Asylum Act 1999

How do I apply?

Applications are made directly through the Herefordshire Council website using the link below, and the page also offers guidance and advice:

<https://www.herefordshire.gov.uk/schools-education/free-school-meals>

You only need to complete one application form for all of your children, even if they attend different schools within Herefordshire.

Students currently in receipt of free school meals at another school

- Year 6 students currently receiving free school meals at a Herefordshire school: The Education team at Herefordshire Council will notify the Benefits Team of the change of allocated school for the start of Year 7 at JMHS. Parents and carers do not need to reapply for free school meals or notify the Benefits Team directly.
- Year 6 students currently receiving free school meals at a school outside of Herefordshire: Parents and carers must submit an application to Herefordshire Council for their child to receive free school meals at JMHS (see link above). These applications should be submitted by the middle of August so that the application can be processed in time for the beginning of September.
- Students joining JMHS after the start of Year 7 from a Herefordshire school and in receipt of free school meals: Our Data team will notify the Benefits Team at Herefordshire Council of the change of allocated school.
- Students joining JMHS after the start of Year 7 from a school outside of Herefordshire and in receipt of free school meals: Parents and carers must submit an application to Herefordshire Council for their child to receive free school meals at JMHS (see link above).

Support with applying

If you have any questions or require assistance in completing the application form, please contact the Benefits Team at Herefordshire Council on 01432 260333. Mrs Chadney in Student Services is also able to provide support and can be contacted at val.chadney@jmhs.hereford.sch.uk or by calling school reception on 01531 631012 ext 113.

What do free school meals entitle your child to and how do they work?

If you are successful in qualifying for free school meals, your child immediately receives the benefit of a meal at lunch time – this can be a hot meal and dessert or a baguette/sandwich and dessert, available from a wide range of options offered in our dining room. The transaction is made in exactly the same way as a

student paying for their meal, by fingerprint or PIN identification making the process anonymous. During school holidays, you will be given e-vouchers to spend in the supermarket.

If your child qualifies for free school meals now, and your income increases above the qualifying limits, your child will still receive free school meals until September 2026.

Pupil premium

If your child is eligible for free school meals, and you register them for this, we will receive extra funding called pupil premium from the government. This is given to schools to help pupils reach their potential regardless of their background or financial situation. We use this funding to support academic interventions and support sessions, extra-curricular activities including trips, and uniform costs.

For more information about pupil premium please go to our website which contains details of how we have spent the funding in the last academic year to help improve the attainment of our disadvantaged students, <https://www.jmhs.hereford.sch.uk/about-us/pupil-premium/> .

More information

If you have any questions about free school meals or pupil premium funding, please contact us through admin@jmhs.hereford.sch.uk.

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.
- In certain practical subjects parents will be invited to pay for or to supply ingredients /materials on the basis that the finished product will be the property of the pupil.
- 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.
- 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. Some pupils may be eligible for exemption from payment if their parents are in receipt of certain benefits. Since April 2003 the eligibility criteria that entitle families to an exemption from paying for the cost of board and lodging on residential visits have been aligned with free school meals eligibility criteria.
- The school will ensure they inform parents on low incomes and in receipt of the benefits listed above of the support available to them when being asked for contributions towards the cost of school visits.

Our charging and remissions policy can be found on our website, www.jmhs.hereford.sch.uk/about-us/policies/ .

5.16 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. **Parents are not permitted to drive into the school grounds after 8.30am in the morning and before 3.30pm in the afternoon;** 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 using the following link:

<https://www.herefordshire.gov.uk/public-transport-1/school-college-transport> 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, they should report to Reception so that alternative arrangements may be made. Students arriving late at school because of bus delays should sign in at Reception immediately. Any problems with school bus travel should be reported to our School Business Manager, Mrs French, either by phone or via email at Rebecca.french@jmhs.hereford.sch.uk.

5.17 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 to Governors at admin@jmhs.hereford.sch.uk.

'Governors know their roles in helping to keep children safe.

They receive regular reports and visit the school to check on safeguarding matters.' Ofsted 2022



John Masefield High School and Sixth Form Centre
Mabel's Furlong
Ledbury
Herefordshire
HR8 2HF

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