



**John Masefield High School  
and Sixth Form Centre**

**Prospectus  
Supplement  
2009-2010**

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## The School Curriculum

The curriculum is designed to offer students a broad and balanced learning experience that caters for the needs of all students and maximises achievement. We believe that an effective curriculum provides equal opportunity for all students to experience a wide range of interesting and relevant subjects. Combined, these promote intellectual, spiritual, social, cultural, and physical development. We build flexibility into the curriculum to ensure that all students are effectively challenged and supported by their curriculum programme. For example, able, gifted and talented students may be entered for examinations early, to enable them to progress to higher qualifications or study additional subjects. Students who make slower progress in English or Maths could receive extra time benefit from catch-up programmes. All decisions relating to curriculum change are made on a year-by-year basis in response to the specific needs of each year group. One of the most distinctive features of our lower school curriculum is a two-year key stage 3 programme in English and Maths (see below) which ensures that students are effectively stretched.

### The Lower School Curriculum for 2009-10

SUBJECTS	NO. OF LESSONS			NOTES
	Y7	Y8	Y9	
English Mathematics Science	4 4 3	4 4 3	3 4 3	Students are set by ability from the start of Year 7. Students start GCSE work in both English and Maths during Year 9. Students who make slower progress are given extra Literacy and Numeracy lessons to ensure they reach the required standard.
Modern Languages	2	3 or 4	2 or 4	Students are taught French or German in Year 7 and set by ability from Year 8. Able linguists may opt for a second language from Year 8.
Art, Design Technology	2.7	2	1.7	Students are taught in mixed ability groups. Classes rotate, students taking modules in food, textiles, resistant materials.
Humanities: Citizenship, Geography, History, and Religious Education	4	4	4	Students rotate through the different subjects each year. Students are taught in mixed ability classes. There is a strong emphasis placed on developing personal learning and thinking skills. In Year 9 students are taught the subjects separately and start a short course in RE and Citizenship which leads to accreditation at the end of Y10.
Physical Education & Dance	2.3	2.3	2	Students are taught in mixed ability (often single sex) groups.
Music & Drama	1.7	2	2	Students are taught in mixed ability groups. In year 9 students study Dance, Music and Drama as part of their performing arts course which leads to the Arts Council's Arts Award.
Information & Communication Technology	1	1	3 or 1	Students are taught in mixed ability groups in Year 7 and are set from Year 8. In Year 9 all students complete an ICT qualification, which is equivalent to one GCSE.
Personal, Social & Health Education	This is delivered in a variety of ways; tutor time, Challenge Days and discrete lessons.			

## The Upper School Curriculum

The tables below show the core and optional curriculum for the current Year 10 starting their courses in September 2009. This is reviewed annually to ensure that the range of subjects and types of qualification available effectively meet the needs of all students.

### THE CORE CURRICULUM

SUBJECTS	NO. OF LESSONS		NOTES
	Y10	Y11	
GCSE English Language + Literature	3.5	3	Most students take two GCSEs in English and two in Science. Students can choose to take three separate Science GCSEs in Biology, Chemistry and Physics, double science or a single Science GCSE plus a BTEC in Land Environment. These subjects are set by ability throughout Years 10 and 11.
GCSE Mathematics	3.5	4	
GCSE Science	5*	5*	
Physical Education and Games	2	2	Taught in mixed ability groups (sometimes single sex).
GCSE RE and Citizenship (short course)	1	-	Students complete an RE short course at the end of Y10 and continue their studies in citizenship.
Personal, Social and Health Education	-	1	This course includes careers, study skills, health, sex and drugs education and is taught in a combination of discrete sessions, tutorials and challenge days.

\* triple science students have 6 hours per week

### OPTIONAL CURRICULUM

Students in the Spring Term of Year 9 select one subject from each option block. This is designed to maximise choice for students, so they can opt for a purely academic route taking GCSEs, or a vocational route taking BTEC qualifications, for example, or a combination of both routes. In addition able linguists can take up Spanish GCSE. Some students work towards vocational qualifications or modern apprenticeships through offsite placements at college or with employers for one or two days per week. This year the following options were offered:

Option 1	Option 2	Option 3	Option 4
Art Business Dance Drama Geography Sport	German French ICT	Engineering Childcare Food Technology Music History	Geography French Resistant Materials Music Food Technology Hospitality & Catering

## **The Grouping of Students**

We believe that it is crucial to place students in groups where they will work to the best of their ability. At JMHS our aim is to be flexible in our grouping policy and to take three factors into account: students' ability in a particular subject, the nature of the subject and the level at which it is to be studied.

Students are set, therefore, by ability in Mathematics and Science from the start of Year 7, using primary school teacher assessments, results of SATS tests and other data. In Modern Languages and ICT students are set from the start of Year 8. In the Arts, Design Technology, PSHE, and Humanities students are taught in mixed ability groups. In Physical Education a variety of factors are taken into account for grouping students.

Sets are reviewed on regularly to ensure each student is in the best set for their aptitudes and abilities in all subjects. Parents are notified by letter of any changes.

## **Special Educational Needs**

We are highly committed to ensuring that excellent provision is made for any student with special educational needs (SEN). Our aim is to provide the highest quality of education that, as far as possible, fully includes a student in all school activities and opportunities. We work in close partnership with primary schools to ensure that we provide continuity of support for students transferring to JMHS.

Our definition of special educational needs is: students with identified special needs, emotional and behavioural difficulties, specific learning difficulties, or who fall behind the general progress of other students.

Our goal is to ensure that all students reach their potential through an efficient system of identification, programme planning and monitoring. Reviews of student progress take place throughout the year within subject departments and on an eight monthly cycle by the SEN Department. The Special Educational Needs co-ordinator (SENCO) is also Head of Faculty for Learning Support and Inclusion. Although all staff share responsibility for students with SEN, the SENCO oversees the daily operation of SEN policy and resources.

Access Groups have been designed to cater for those students who struggle with the acquisition of basic literacy or numeracy skills.

- Some students will be in access groups for one subject only
- Some may be in access groups for all core subjects
- Access groups are not set for the year
- Groups will be reviewed each half term and any necessary adjustments made

## **Able, Gifted and Talented Students**

Our register for able, gifted and talented students is reviewed throughout the year to ensure swift identification of students who demonstrate high achievement or potential in a subject. Teachers will differentiate their planning accordingly to provide students with appropriate challenge and stimulation in lessons. This could involve providing tasks that require accessing higher-order skills, producing work of deeper complexity or exploring a topic in more breadth. A number of departments fast-track more able students through a particular course in order for them to experience further learning beyond the examination specification, although provision varies from year to year depending on the ability profile of a particular cohort.

Extra-curricular enrichment opportunities are also offered to our most able students. Departments are encouraged to seek additional opportunities for learning outside of the classroom, including entering able students into national competitions. Able, gifted and talented students in Key Stage 4 are invited to join Year 12 in attending the Higher Education careers fair at the University of Worcester in March in order to start planning for their future. Senior Debate and Public Speaking teams are being introduced alongside the senior Theatre Group to enable students to gain experience in formal performance. The Science, Maths and Technology departments have collaborated in forming the Masefield METS – an engineering club for KS3 students which uses a variety of challenges and competitions to develop further understanding and promote fascination with these disciplines. Younger students have recently worked with Lego Mindstorm units to explore robotics and computer programming. The art department has invited a number of local artists to work with small groups of students to produce exciting work which has been displayed in local galleries. Many departments use more senior able students as 'Leaders' to encourage younger students, promote the subject in the school and to link with the local community.

Nominated students are also invited to register with the government initiative 'Young Gifted & Talented' in order to benefit from national projects. Students who have been offered places on specialist courses are also supported in sponsorship applications to assist funding. All projects are overseen by a dedicated Gifted & Talented Co-ordinator and adapt as the needs of the students are identified.

## **Religious Education**

In Years 7 and 8 we teach the Locally Agreed Syllabus for Herefordshire, aiming to develop students' knowledge, understanding and awareness of Christianity as the predominant religion in the United Kingdom. We also explore aspects of other principal world religions with emphasis on Judaism and Buddhism. The subject matter seeks to promote an appreciation and understanding of spiritual, moral and cultural issues, and encourage a clear set of personal values and beliefs in all students.

In Years 9 and 10 students study the GCSE Religious Education short course with an option of taking an examination towards the end of Year 10. These units cover a range of moral issues with particular emphasis on the varied Christian responses.

Parents have the legal right to withdraw their child from religious education lessons upon written request to the Headteacher.

## **Examination Results 2009**

### **Key Stage 4 results 2009**

99% of candidates achieved five or more grade A\* - G grades, and 84% achieved at least five A\* - C grades. This result improves upon the 72% of students who achieved five or more \*A – C grades in 2008 and also exceeds the target for the students (based upon them achieving the same progress as similar students in the top 25% of similar schools) by 5%.

The number of students achieving five A\* to C grades including English and Maths was 60%, which represents a significant improvement on the figure of 54% in 2008, and exceeds our previous highest result of 57% in 2007.

Analysis of the figures shows that students at John Masefield achieve to a consistently high standard, and the range of subjects offered and the choice of appropriate means of assessment to suit the students' aptitudes allows all students to succeed at a high level.

Andy Evans, Headteacher, congratulated students on working so hard and achieving so well. He said "Many students in this year group worked really hard and made considerable improvements during Year 11. They are an interesting, creative and intelligent group of young people who have great potential to thrive and succeed. Alongside last week's announcement of record A Level results, these results represent a strong achievement for the students and our school"

### **Key Stage 5 results 2009**

This year our students achieved the highest percentage of A grades ever at 31% which is well above national average, and 77% achieved A - C grades which again is well above national average.

On average students achieve an A and 2 Bs compared with 3 Cs 7 years ago. The overall pass rate was 99% and the 'average student point score' of 340 UCAS points was once again an improvement being higher than 2008 when the students achieved an average of 327 points having risen from 246 over the last seven years. Nearly 29% of all students gained over 400 UCAS points.

**Key Stage 4 2009**

Latest available GCSE results by each subject achieved by students aged 15#

Number of students in school aged 15# = 165

Number of students in school aged 15# not entered for GCSEs = 0

Subject	No of Entries	A*	A	B	C	D	E	F	G	U*
ENGLISH (Double Award)	324	5	41	66	142	34	25	11	0	0
MATHS	165	5	20	28	50	37	8	11	3	3
BIOLOGY	53	4	19	17	11	2	0	0	0	0
CHEMISTRY	53	2	17	21	11	2	0	0	0	0
PHYSICS	53	1	13	19	12	8	0	0	0	0
SCIENCE (Core)	112	1	13	28	33	23	8	5	1	0
SCIENCE (Additional)	59	2	9	15	21	4	0	4	2	2
SCIENCE (Applied 1 <sup>st</sup> cert)	24	0	0	1	23	0	0	0	0	0
SCIENCE (Environmental 1 <sup>st</sup> cert)	17	10	3	1	3	0	0	0	0	0
ART & DESIGN Fine Art	38	1	5	10	12	7	2	1	0	0
ART & DESIGN Fashion (1 <sup>st</sup> cert)	18	7	3	3	5	0	0	0	0	0
ASDAN	9	0	0	0	5	0	4	0	0	0
BUSINESS (1 <sup>st</sup> cert)	42	11	2	13	16	0	0	0	0	0
CHILD DEVELOPMENT	23	0	0	3	1	8	6	3	2	0
DANCE (1 <sup>st</sup> cert)	32	7	7	7	11	0	0	0	0	0
DT: Food	15	0	3	0	5	6	1	0	0	0
DT: Resistant Materials	23	1	3	5	2	5	4	0	0	3
DRAMA	39	0	4	7	5	5	12	4	1	1
ENGINEERING (1 <sup>st</sup> cert)	21	2	4	8	7	0	0	0	0	0
ENGLISH LIT (short course**)	17	0	6	6	4	0	1	0	0	0
FRENCH	56	10	10	12	9	5	5	5	0	0
GEOGRAPHY	87	1	13	19	22	16	9	4	1	2
GERMAN	27	4	3	4	8	8	0	0	0	0
HISTORY	56	4	13	13	11	7	5	1	1	1
ICT Level 2 First Award ***	1	0	0	0	1	0	0	0	0	0
ICT Level 2 National Award	36	0	17	11	8	0	0	0	0	0
MUSIC	11	0	4	4	3	0	0	0	0	0
R E (short course**)	135	1	6	24	35	32	25	11	1	0
SPANISH	6	1	2	1	0	1	1	0	0	0
SPORT / PE Studies	23	0	0	2	5	13	2	1	0	0
SPORT (1 <sup>st</sup> cert)	12	2	1	0	9	0	0	0	0	0
Totals (GCSE Equivalents)	1703	125	272	377	548	209	105	56	13	12

#On roll on the third Thursday in January, having reached the age of 15 in the twelve months preceding the start of the reporting school year.

\*U Ungraded

\*\* Short Course GCSE worth half of a full course GCSE

\*\*\*ICT results are shown for the First Award (worth one GCSE) and the National Award (worth 2 GCSEs).

**Latest available summary of GCSE results achieved by students aged 15#**

ALL STUDENTS (per cent)	Entered for 5+ GCSE	Achieving 5+ GCSE grades *A – C	Achieving 5+ GCSE grades *A – G	Entered for 1+ GCSE	Achieving 1+ GCSE grades *A - G	Achieving no passes
JMHS LEA ** England **	100%	84%	98%	100%	100%	0%

\*\*At the time of publication (September 2009) neither the results for the Local Education Authority nor for the whole of England were available. When we receive these figures they will be available on our website at [www.jmonline.org.uk](http://www.jmonline.org.uk) or by contacting the school.

**Key Stage 5 2009**

Latest available GCE A2 examination results by each subject achieved by students aged 17 and 18# at the end of their second year of study = 47students

**GCE A2 LEVEL RESULTS**

Subject	No of entries	A	B	C	D	E	U*
Art (Fine Art)	6	3	1	1	1	0	0
ART & DESIGN (Fashion/Textiles)	11	2	5	3	1	0	0
BIOLOGY	11	3	2	3	2	1	0
CHEMISTRY	10	7	1	1	1	0	0
DANCE	5	0	0	2	2	1	0
DRAMA	2	1	1	0	0	0	0
BUSINESS STUDIES	8	0	2	3	3	0	0
ENGLISH LANG	7	2	1	2	2	0	0
ENGLISH LIT	8	1	1	3	3	0	0
FRENCH	3	1	2	0	0	0	0
GEOGRAPHY	6	0	2	4	0	0	0
GERMAN	3	1	0	1	1	0	0
HISTORY	4	2	1	1	0	0	0
HOME ECONOMICS	2	0	0	0	0	2	0
ICT (Applied)	6	0	1	3	2	0	0
MATHS	12	6	3	1	0	2	0
FURTHER MATHS	5	5	0	0	0	0	0
MUSIC	6	0	1	1	2	1	1
MUSIC TECHNOLOGY	2	0	0	0	1	1	0
PE	3	0	1	2	0	0	0
PHYSICS	8	5	0	1	0	2	0
PSYCHOLOGY	18	9	4	4	1	0	0
SOCIOLOGY	4	0	2	0	2	0	0
GENERAL STUDIES	10	2	4	2	2	0	0
Totals	160	50	35	38	26	10	1

Summary of latest available GCE A/AS level and AVCE/ASVCE results for students aged 17 or 18# at the end of their two years of advanced level study

	0 – 60 points	61-119 points	120-180 points	181-239 points	240-300 points	301-359 points	360+ points	average points per candidate
JMHS LEA ** England **	0%	2.2%	15.2%	10.9%	15.2%	13.0%	43.5%	340.2

# On roll on the third Thursday in January, having reached the age of 17 or 18 in the twelve months preceding the start of the reporting school year.

\*\*At the time of publication (September 2009) neither the results for the Local Education Authority nor for the whole of England were available. When we receive these figures they will be available on our website at [www.jmonline.org.uk](http://www.jmonline.org.uk) or by contacting the school.

## The Sixth Form Centre

We have an open entry policy to our Sixth Form and courses, both academic and vocational, are available to suit students of all abilities and aptitudes. Having a medium-sized Sixth Form of 120-150 students means that class sizes can be kept small (6-10 students on average), the students' learning is enhanced and their progress carefully monitored. Students have Academic Mentors assigned to them and have regular meetings to discuss their progress and to help resolve any issues they may have. Daily guidance and support are also readily available from the Head of Sixth Form, an Assistant Head of Sixth Form and the Sixth Form Student Services Officer.

Each year we review courses and decide whether new courses need to be added to the curriculum. Currently we offer the following:

Accountancy	AS
Art & Design: Fine Art	BTEC National Award Level 3
Art & Design: Photography	BTEC National Award Level 3
Art & Design: Textiles	BTEC National Award Level 3
Biology	AS/A2
Business Studies	AS/A2
Chemistry	AS/A2
Critical Thinking	AS
Drama & Theatre Studies	AS/A2
English Language	AS/A2
English Literature	AS/A2
Football (Performance & Excellence in Sport)	BTEC National Diploma Level 3
French	AS/A2
German	AS/A2
Geography	AS/A2
General Studies	AS/A2
Health & Social Care	BTEC National Certificate Level 3
History	AS/A2
Home Economics	AS/A2
ICT	OCR National
Maths	AS/A2
Further Maths	AS/A2
Media Studies	AS
Music (Composing)	BTEC National Award Level 3
Performing Arts (Dance)	BTEC National Award Level 3
Physical Education	AS/A2
Physics	AS/A2
Product Design	AS/A2
Psychology	AS/A2
Sociology	AS/A2

Plus GCSE retakes in English, Mathematics and Science

Most students taking advanced level courses study the equivalent of four AS levels in Year 12, although some successfully study for five or six.

Our sixth form students make excellent use of their superb study facilities. The sixth form has thirty flat screen computers and there are six specialist teaching classrooms. Students also have a modern well-equipped Common Room and kitchen which they are responsible for maintaining and improving.

Our sixth formers achieve highly and in each of the past six years A-Level results have improved to a consistently high standard. In 2009 students had an average of 340 UCAS points which is equivalent to one 'A' and two 'Bs' – this is outstanding for an open entry Sixth Form. 31% of entries resulted in 'A' grades which beat last year's best ever result of 26%. Over half of the entries were 'A' or 'B' grades and more than three quarters were grade 'C' or higher. These results were well above national averages for higher grades.

Academic achievement is balanced with a wide range of social, cultural and sporting events organised by students themselves. The House system has also been adopted by Sixth Form students, and along with the Head Boy and Head Girl, eight House Captains make up the Student Union to actively run the Sixth Form and ensure full inclusion and participation of all students. The Student Union is also involved with Lower School events.

New for 2009, an exciting and varied enrichment programme has been offered to students to encourage active lifestyles and offer more opportunities for 14-19 year olds. On Wednesday afternoons there are no lessons and students can take part in the following activities: Body Balance with a qualified instructor; outdoor pursuits organised in conjunction with Hereford Youth Service (sailing, kayaking, raftbuilding and mountainbiking – leading to a formal qualification for sailing and kayaking); Golf at Dymock Grange, including an hour's lesson and 9 holes of golf; Duke of Edinburgh Award Scheme; Team Sport; Film Focus (Sixth Form magazine, film club and Amnesty International) and Creative cooking. Additionally, team sports and fixtures for Football, Rugby, Mixed Hockey, Netball and Rounders will also take place on Wednesday afternoons and inter-house competitions will run at the end of each half term. Badminton, Squash and Weight training facilities are available for use throughout the school day.

Sixth Formers contribute to the whole school by acting as Learning Assistants in lower school lessons, as sport coaches and organise fundraising events. The contact with sixth formers means that younger students have positive and responsible role models who are close to their own age.

For more information about our Sixth Form please request a copy our Sixth Form Prospectus (also available to download from our website: [www.jmonline.org.uk](http://www.jmonline.org.uk)).

## **Education Maintenance Allowance**

This initiative aims to encourage post-16 students to stay in education. Students can claim payments of £10, £20 or £30 per week, based on household income, by submitting a claim form to the Department for Education and Skills. From 2008 successful applicants are offered a three year guarantee which means they do not have to reapply each year. Payments are made direct to students' bank accounts every week as long as they attend classes regularly. There are bonuses of £100 for students who make good progress on their chosen courses. Claim forms are available in school or from Connexions.

## Student Destinations 2008/2009

<b>Year 13</b>	Higher Education	32	60%
	Further Education	5	10%
	Employment	14	26%
	Gap year	2	4%
	Total	53	100%

**Year 11** Figures will be published on our website when they are available from Connexions

## The School Year

### Autumn Term 2010

Term Starts	Monday 6 September 2010	
Half Term	Monday 25 October – Friday 29 October 2010	
Term Ends	Friday 17 December 2010	70 days

### Spring Term 2011

Term Starts	Wednesday 5 January 2011	
Half Term	Monday 21 February – Friday 25 February 2011	
Term Ends	Thursday 14 April 2011	67 days

### Summer Term 2011

Term Starts	Wednesday 4 May 2011	
Half Term	Monday 30 May – Friday 3 June 2011	
Term Ends	Friday 22 July 2011	53 days

Total: 190 days

## The School Day

08.50 – 08.55	Tutor time
08.55 – 09.55	Period 1
09.55 – 10.55	Period 2
10.55 – 11.15	BRUNCH
11.15 – 12.15	Period 3
12.15 – 13.15	Period 4
13.15 – 13.55	LUNCH
13.55 – 14.15	Tutor time/ Assembly
14.15 - 15.15	Period 5
15.15	End of school day

## The Governing Body

### Local Education Authority appointees

Councillor Mary Cooper  
Miss Gill Perry  
Mr Andy Sims  
Mrs Amanda Nicoll

### Elected Parent Governors

Mr Brian Dale  
Mr John Daniels  
Mrs Karen Ennis  
Mrs Frances Innes  
Mrs Sarah Edwards  
Mrs Emma Carr

### Associate Members

Mrs Marion Campbell (specialisms only)  
Mr Bob Maynard (specialisms only)

### Staff Governors

Mr Andrew Evans  
Mrs Edwina Brown  
Mrs Ros Graham  
Mr Steven Williams

### Community Governors

Mr Spencer Lane (Chair)  
Rev Howard Mayell  
Mr Colin Myles  
Mr Keith Hough  
Mrs Sue Millington-Jones

### Clerk

Mrs Tracey Dimmock  
c/o John Masefield High School

## Charging Policy

We follow the Herefordshire Council's Charging and Remissions Policy, a copy of which is available from Clerk to the Governors, c/o the school. The basic principle is that education for students in maintained schools should be free if it takes place in school hours and is part of the National Curriculum. We aim to help all students take a full part in school life wherever possible. Where assistance may be needed, parents may discuss their concerns with the Form Tutor or organiser of a particular activity. The matter will be handled with discretion and sensitivity.

## Complaints Procedure

It is recommended that the complaint is dealt with through discussion or meeting with the relevant member of staff. If the complaint is not resolved, it should then be referred to the Headteacher.

## **Admissions Policy**

The school must adopt the County Admission policy, which all parents and carers receive through a copy of the Information for Parents Booklet produced by the Local Authority. We are a non-selective school and therefore welcome students of all aptitudes and abilities.

Year 5 students of our partner primary schools (and other schools at invitation or request) have the opportunity to attend our Year 5 Day, which takes place each year in June. Year 6 parents have an opportunity to visit the school at our Open Evening or Open Morning in October. We are happy to show individual parents and their children round the school by appointment. Please telephone the school to arrange a visit.

We work very closely with our partner primary schools to ensure a smooth transition. A senior member of staff visits each student in their primary school during the Spring or Summer Term of Year 6. An information evening for students and parents is organised in June and is followed the next day by a taster day. Secondary transfer forms are sent to parents by the Local Authority in September of Year 6 and should be returned to the Local Authority, via the child's primary school, by 6 November 2009. The Local Authority will allocate places on 1st March 2010 according to its admission policy up to a published admission number of 174.

## **Children seeking admission after the start of Year 7**

All requests for admission should go first to the Admissions Office at Herefordshire Education Directorate (see address below). They will determine whether a place is available and advise you accordingly. We would encourage you to come and have a look around the school before you decide to apply.

Students in Years 10 or 11 are admitted on the understanding that GCSE Option choices will be limited by availability.

We welcome students from other schools into our Sixth Form.

Further information is available from the Admissions and Transport Office, Herefordshire Council, Children & Young Peoples Services, PO Box 185, Hereford HR4 9ZR – tel 01432 383168.

**STAFF LIST - AUTUMN TERM 2009****Senior Leadership Team**

Andrew Evans	Maths	Headteacher	AE
Andrew Collard	History	Deputy Headteacher	AWC
Peter Hammond	ICT	Assistant Head	PMH
Lee Jones	Geography	Assistant Head	LJ
Andrew Williams	Geography/English	Assistant Head	ALW
Wendy Bradbeer		School Business Manager	WB

**Teaching Staff**

Jonathan Andrews	Geography	Subject Leader Geography/ESLT	JCA
Julie Ballantine	Performing Arts	Faculty Leader, Performing Arts	JUB
Michael Baker	Maths	Temp Assistant Faculty Leader Maths	MJB
Káren Barker	Science	Subject Leader Chemistry/Assistant House Leader	KB
Chris Bateman	Art	Subject Leader Art	CB
Anna Bayley	Science	Assistant Faculty Leader Science	AKB
Josephine Berganza	MFL	French/Spanish	JMB
Joy Black	Science	House Leader Holywell	JIB
Catherine Buck	Science	Faculty Leader Science	CJB
Paul Bull	Performing Arts	Subject Leader Music	PLB
Jenny Cooke	D&T/Textiles	Faculty Leader Art, Design & Technology	JC
Jenny Davies	English	Faculty Leader English	JD
Matt Durham	Humanities (p/t)		MJD
Hannah Eames	English		HE
Michelle Ferguson	MFL (p/t)	Assistant Faculty Leader MFL	MF
Julia Haynes	English		JHH
Mark Hawksworth	PE	Faculty Leader PE/ESLT	MH
Gemma Hinton	Dance (p/t)		GLH
Tessa Herbert	English (p/t)		TH
Susan Hudson	Geography (p/t)		SVH
Susan Humphreys	Health & Social Care/Science (p/t)		SH
Nicole Hutchinson	Maths (p/t)		NH
Jane James	Science (p/t)		JJ
Susan Kiddle	LSI	Faculty Leader Learning Support & Inclusion	SEK
Elizabeth Kitonga	DT/Food	i/c Food Technology	EKK
Patricia Knight	MFL	Faculty Leader Modern Foreign Languages	PK
Jordan Kontarines	PE	Temp Assistant Faculty Leader PE	JDK
Lana Laidler	Maths	Faculty Leader Maths/ESLT	LL
Maria Law	Sociology/Psychology (p/t)	Subject Leader Social Sciences	ML
Moira Lee	Maths (p/t)	Temp Assistant Faculty Leader Maths	MOL
Martyn Lewis	DT/Res Mat	i/c Resistant Materials	MLE
Ruth Lewis	English	Assistant Faculty Leader English	RL
Gemma Meek	English	Assistant Faculty Leader English	GLB
Joanne Metcalfe	MFL	House Leader Midsummer/ESLT	JM
Robert Mudge	Science	Assistant House Leader Jubilee	RJM
Roger Oaten	D&T/Music		RO
Christopher Price	Maths	Assistant Head of Sixth Form	CP
Rosalind Reader	ICT	Training Manager	RR
David Richmond	Science		DR
Andrew Sampson	Science	Assistant House Leader Holywell	AKS
Graeme Sampson	History	Faculty Leader Humanities/ ESLT	GRS
Gemma Stevens	PE		GES
Mark Stevenson	Art	House Leader Jubilee/PSHE Co-ordinator	MRS
Margaret Taylor	English (p/t)		MMT
Jenni Taylor	English (p/t)		JMT
Claire Teague	Maths (p/t)		CHT
Emma Todd	Maths/Psychology	Duke of Edinburgh Award Leader	ELT
Stephanie Underwood-Webb	English/Drama	Gifted and Talented Co-ordinator	SUW
Gary Ward	History	Assistant House Leader Beacon	GW
Sean Warren	RE (p/t)	Subject Leader RE	SW
Majella White	Business/Economics	Subject Leader Business Studies	MW
Jacqueline Whitton	MFL (p/t)		JW
Helen Williams	Maths		HW
Steven Williams	ICT	Curriculum Leader ICT	SJW

James Withers	Maths & Accountancy (p/t)	JCW
Dean Wyatt	PE House Leader Beacon	DLW
<b>Language Assistants</b>		
Rosie Joules	German (p/t)	RJ
Peter Davies	French (p/t)	PMD
<b>Administration Staff</b>		
Charlene Barnard	Extended Schools Co-ordinator	CHB
Duncan Buck	Examinations Officer	DAB
Tracey Dimmock	Admin Assistant/Joint Clerk to Governors (p/t)	TMD
Helen Gladwin	Receptionist (pm) (p/t)	HG
Ros Graham	SIMS/Data Manager	RLG
Lin Maguire	Personnel Officer (p/t)	LM
Jeanette McCulloch	Community Arts Co-ordinator (p/t)	JMC
Meg Monk	Resources Manager (p/t)	MEM
Jane Morton	Headteacher's PA (p/t)	JEM
Carolyn Watts	Receptionist (am) / Attendance Officer (pm)	CW
Rhuna Young	Cover Co-ordinator / PA to Deputy Head (p/t)	RY
<b>Pastoral Support Staff</b>		
Tracey Arlott	Student Support Officer KS5 (p/t)	TLA
Valerie Chadney	House Support Assistant	VAC
Sally McCarthy	House Support Assistant (p/t)	SMC
Penny Morgan	House Support Assistant	PAM
<b>Finance Staff</b>		
Melanie Fish	Finance Assistant (am) / PA to PMH and ALW (pm)	MKF
Louise Ronan	Finance Officer (p/t)	LR
Alison Wright	Finance Assistant (p/t)	ABW
<b>Technical Staff</b>		
Pat Campbell	Technology Technician (Food) (p/t)	PCA
Dee Davies	Senior Science Technician (p/t)	DD
Caroline Hale	Science Technician (p/t)	CHA
Donald Henderson	ICT Manager	DBH
Debbie Holland	Science Technician (p/t)	DAH
Rosemary Hull	ICT Technician	RAH
Simon Macdonald	Technology Technician (Resistant Materials) (p/t)	SJM
<b>Site</b>		
Leon French	Site Manager	LF
Paul Archer	Caretaker	PAR
<b>Teaching Assistants</b>		
Philippa Anderson	Art, Design & Technology	PA
Jo Bagworth	Maths/cover supervisor	JOB
Mary Baldwin	Learning Support and Inclusion	MB
Edwina Brown	ICT	EJB
Amanda Darcy	English	AMD
Ceryl Davies	Maths	CED
Linda Davies	Maths and Science	LAD
Lesley Hinton	Learning Support and Inclusion	LH
Cecilia Holmes	Humanities	CCH
Sharon Howard	HLTA English/cover supervisor	SHO
Sam James	HLTA/cover supervisor	SJ
Sue Kilby	Languages	SKI
Monica Lewis	Access	MEL
Alison McCarthy	English, GRT & ASDAN	AMC
Oli Paton	PE	OP
Margaret Toon	Science	MT
Louise van Vuren	Assistant SENCO/HLTA Vulnerable Students Co-ordinator	LVV
<b>Lunchtime Staff</b>		
Pat Campbell		
Sandra Manns		