



OUR TOP STORIES, THIS WEEK

Ofsted Inspection Outcome – Next Steps

Further to the article last week where we shared the outcome of the recent Ofsted Inspection and the many strengths identified during the inspection, I would like to share with you the areas which were identified for improvement. In the initial call with the inspection team, we shared with the team our own evaluation of what we felt were areas of strength and where we needed to improve, these are largely in line with the areas for improvement as identified during the inspection.

The key areas for improvement are:

- A small number of parents do not feel that school leaders engage with them effectively. This hinders how well leaders work alongside those parents to assist pupils who may need more support. Leaders and governors should ensure that they identify and remove barriers to engagement so that they can work more effectively with parents, who have constructive feedback and genuine concerns, on a collaborative approach to supporting pupils.
- Although SEND provision in the classrooms is effective, leaders have not ensured that the processes for identifying and reviewing the needs of pupils with SEND are sufficiently rigorous. This means that some pupils with SEND are not provided with the right support at the right time. Leaders should ensure that they have a consistently robust approach to early identification of SEND needs that pupils receive the precise support that they need in a timely way.
- A small number of pupils do not feel that sufficient resources are made available to support their pastoral care. This means that those pupils do not feel cared for and nurtured well-enough in the current behaviour management approach. Leaders should continue to refine and embed their approaches to supporting the emotional well-being of pupils.

Although leaders, governors and staff are very pleased with the report, we are working hard on the areas identified. Although the work in classrooms to support our students with additional needs is strong, we are already working hard to further resource the Learning Support Faculty to ensure that students with additional needs are identified in a timely manner so that they are able to access the most appropriate support outside of the classroom. Last week, we were successful in appointing a new Assistant Headteacher (SENCO). Ms S Gillespie, will join us on a full-time basis from September and she brings a wealth of knowledge and experience. Ms Sherlock, our Director of Learning support for the Tame River Education Trust will also continue to support our students and work with our newly appointed SENCO.

Other recent appoints include an additional Deputy Headteacher, Mr Heaney, who is an experienced senior leader with a range of experience in leading pastoral work in schools. Mr Heaney will have a keen focus on pastoral care, social and emotional health, student engagement and contentment and community collaboration in the 'new normal' after the worst excesses of the Covid-19 pandemic. He will work with colleagues and students to ensure that our school rules, which have been largely unchanged since 2009 continue to effectively serve our students. Mr Heaney will join members of the senior leader team early in the second half of the summer term to start this work.

Mr Heaney will be supported by Mrs Motteram, our new Assistant Headteacher who will lead on student personal development, which includes the Life Skills curriculum, Careers Information Education and Guidance and the Spiritual, Moral, Social and Cultural curriculum.



We are very grateful to those parents and students who offer positive advice, as the report says, on how to take the next steps for our school. It is this joint work that will really allow the school to continue to grow and develop.

If you would like to discuss any aspects of the report in person, or would like to offer constructive advice, please do not hesitate to contact the PA to the Headteacher (heads.pa@mossleyhollins.com) so that an appointment can be arranged.

Student Voice at MHHS

Well done and thank you to the student voice representatives from Years 7-10 for sharing their thoughts on our school. The students were reflecting on the year so far, stating their 'What is going well' and 'Even better if'

Their findings will go to Mrs Din and her team to consider, as they plan for next year.

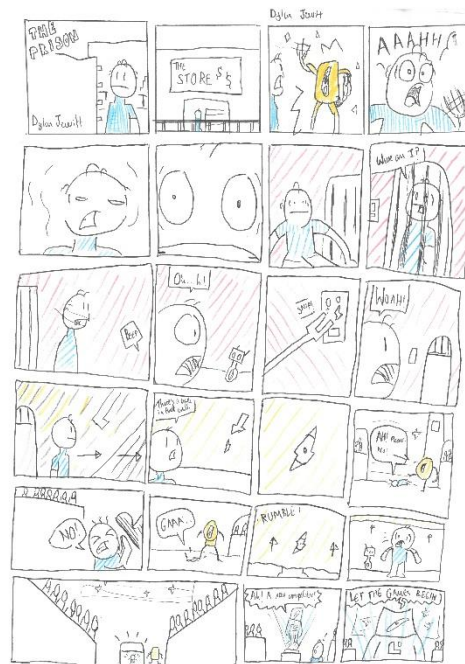


Astronomical Stories from Year 7

Year 7 have been hard at work, this week, creating vivid graphic novels for their Space scheme of work, in English. We were particularly impressed by the level of detail in Elijah Robins' drawings; Dylan Jewitt's original storyline; and Freya Mitchell's interesting use of colour.

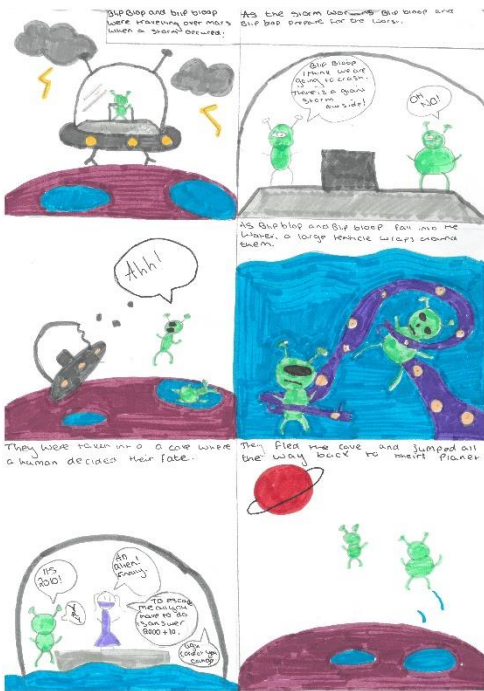
Well done, to the following Year 7 students. Your stories are out of this world.

Rowan Hallsworth
Rowan Dewsnap
Isabell Reed
Elijah Robins
Dylan Jewitt
Kaila Whittaker
Madeline Lowe



Manners + Hard work + Honesty = Success





Technology Co-Curricular

Our fantastic technology department have an amazing array of co-curricular activities for our students to get involved in. Below, are a few examples of what our students have been up to, this week.

Year 7 Cookery Club



Another super session this week as Year 7 made some exquisite sausage rolls. Well done Year 7 and thank you to Oscar Leitheiser (Year 9) for helping out at this week's club.

Design and Make Club

The third Tech Club session has just started up again, this week.

The students are making several items, from note holders to planes.

Max Buckley (Year 8) is back for his second session of Tech Club and enjoying the development of his design skills.



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Retro Gaming Club

Students have been enjoying taking part in the Retro Gaming Club.

They have been exercising their problem solving skills and manual dexterity.

Students have also been enjoying competing on an original Playstation, from the mid 90s, playing Crash Team Racing.

For more information see Mr Chalmers



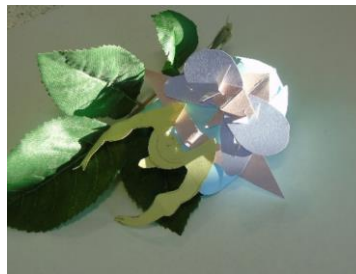
Year 7 Art Elective

Our Year 7 art elective group have been working on a sculpting project called 'Bugs'. They initially started creating 3D imaginative bugs inspired by artist Ashley Gierke, focusing on symmetry. After researching and developing designs, they have progressed their sculpting techniques to designing and creating wonderful clay bugs.

Here are just a few of the amazing sculptures they have produced. Well Done Year 7 elective artists!



Created and photographed by Faye



Created and photographed by Dulcie



Created by Lilly



Created by Violet



Year 11 PRIDE Awards

We would like to express to our current Year 11 students how proud we are of you all. You have shown great learning habits, not just this year but throughout your time at Mossley Hollins.

This year has been a very special one, watching everyone mature



into the fantastic young adults you are. Please remember the school's core values of Manners, Honesty and Hard Work and you will all go far.



We would also like to extend our gratitude to the parents and carers of this cohort, for all of their support over the past five years. We know this has been a very difficult time for some, but working together has allowed our students to flourish and achieve their goals.

Congratulations to all the PRIDE Award winners who received their awards for demonstrating exceptionally great learning habits this year.



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Violet's Netball Success

Violet Cassidy (Year 7) and her team Tameside Netball Club U12s recently finished runners up at the Leeds Rhinos netball challenge cup.

They finished top of their group on Day One, winning all 5 games. This took them into the cup playoffs on Day Two. They played 3 games, won 2 and lost 1, placing them as runners up out of 22 Under 12 teams.

Congratulations Violet and the Tameside Netball Club!



Year 7 Boys Win Cup Final with Saddleworth 3D Reds



Last Weekend, a few of our talented Year 7 footballers took part in the EMJFL Cup Final at Curzon Ashton representing their football team, Saddleworth 3D Reds.

Max Smith, Jack Riley, Luke Hewitt and Jayden Procter-Chew helped their team achieve victory by winning the match 2-1.

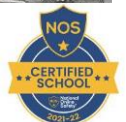
Max Smith was also bestowed with man of the match for his work as goalkeeper, as nominated by the referee.

Well done boys on this fantastic achievement. You should all be very proud of yourselves.



Good Luck Gracie!

Gracie Naggs (Year 9) is a goalkeeper for Manchester City Football Club. This week, she is travelling to America to play in a football



tournament in San Diego against Football teams from across the world. We would like to wish Gracie the best of luck and hope she enjoys this fantastic experience.

Henry' Outstanding Football Success



Henry Wood (Year 9) is a key member of Manchester Corinthian Reds Under 14s Football team.

Henry and his team have had an outstanding season this year winning 3 trophies! They were the East Manchester Premier Division champions, the Primary Cup Winners and the North Bury Championship winners.

Congratulations and well done to Henry and his team, an outstanding achievement.

Year 8 Football – Mossley Rebels Champions



A group of Year 8 pupils have played in their first season for Mossley Rebels, this year. Last weekend, they played in their last game of the season and were crowned Division 1 Champions in the East Manchester League. They also finished runners up in the Challenge Cup Final.

We would like to wish the boys the best of luck next season.

Congratulations and well done to: Richie Dodd, Finn Latham, Oliver Glover, Daniel Glover, Thomas Delaney, George Bull, Noah Brooks and Joe Tohill.

INFORMATION FOR YEAR 11

Well done to our Year 11 students who are showing tremendous resilience throughout this exam season.

May Half Term Revision

We are holding a series of revision sessions for Year 11 students over the half term and on Saturday 10th June. You will receive a letter setting out which sessions your son/daughter is invited to, and expected to attend.



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Date	9.00am-11.00am	Rooms	11.15am- 1.15pm	Rooms
Tuesday 30th May	Geography- Mr Howarth <u>9.00am- 12 noon</u> GCSE PE- Mrs Dodd, Mr Miller, Mr Doodson	2.05	Geography- Mr Tomlinson	2.03
Wednesday 31st May	Creative I Media- Miss Melfi	4.07	History (Health and the People) Mr King Creative I Media- Miss Melfi	2.01 4.07
Thursday 1st June	Maths- Mr Lloyd- Further Maths, Miss Briggs- Foundation	3.04, 3.05	History (Elizabethan England) Mr King	2.01
Friday 2nd June	English- Miss Osborne	2.14	English- Miss Osborne	2.14
Saturday 10th June	Maths- Mrs Hammond, Mr Lloyd, Miss Byrom, Mr Frost	3.03, 3.04, 3.05, 3.06		

Beating Exam Stress

Kooth have created this guide for anyone who has a role in supporting the mental health and wellbeing of children and young people in their local area. The guide includes:

- Twitter post templates
- Instagram story post templates
- Newsletter/Email copy to share with parents
- Website or learning portal copy

[Download the guide here](#)

Kooth also have an online exam stress peer to peer forum available – you can [find out more here](#) and download a poster of the schedule.

You can find out more about Kooth here: <https://hub.gmintegratedcare.org.uk/mental-health/kooth/>

Place2Be

Place2Be have created some tip sheets full of practical advice to help young people, schools and families manage stress during exam season.

- [Navigating exam season: Student guide to managing exam stress](#)
- [Navigating exam season: Help your pupils to manage exam stress this summer](#)

kooth

You don't have to face it alone - Managing exam stress: Spread the word guide



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- [Navigating exam season: Supporting your child to beat exam stress](#)

MENTAL HEALTH AND WELLBEING

Mental Health and Wellbeing

The safety and wellbeing of our students is our highest priority. We offer a number of support streams for our students to reach out to if they ever feel anxious, overwhelmed, stressed, worried or lonely. All the details of our Mental Health and Wellbeing support streams can be found under the student tab of our website:

www.mossleyhollins.com/students/mental-health-and-well-being/

<p>Self Harm</p> <p> Self-Harm Network https://www.nshn.co.uk/</p> <p>SHARE Self-Harm Awareness & Recovery - Support group in Manchester Tel: 0161 226 5412 / 07876 166 625</p> <p>Papyrus National suicide prevention charity. Tel: 0800 068 41 41</p>	<p>General</p> <p>Concerns in or out of school? Use the the Confide reporting tool to report any concerns.</p> <p> </p> <p>Childline- general support for young people. Call 0800 1111 or visit https://www.childline.org.uk/</p> <p></p> <p> Think you know: https://www.thinkuknow.co.uk/</p>	<p>Sexual Health and Well-being</p> <p>YOUthink are a specialist team for sexual health intervention and prevention, which focus on improving young people's sexual health. The team is made up of youth workers who offer FREE one to one individual support to young people aged under 25 to access local contraception and sexual health services. The service also offers a variety of services including: pregnancy testing, condom distribution, advice and support.</p> <p>The Service is confidential and designed to keep young people SAFE and not judge.</p> <p>To contact YOUthink about any sexual health issue, or ask a question about services, Monday to Friday 9.30am to 4.30pm: Tel: 0161 342 5600 or 0161 342 5671 or 0161 342 5672 and ask to speak to someone from the YOUthink team.</p>
<p>Drugs and alcohol</p> <p> Tobacco https://www.nhs.uk/smokefree</p> <p> Young Minds: https://youngminds.org.uk/find-help-looking-after-yourself/drugs-and-alcohol/</p> <p> My Recovery Tameside: https://www.changegrowlive.org/my-recovery-tameside You can also phone or email: 0161 672 9420 or email tameside.referrals@cgl.org.uk</p> <p>Or if you live in Manchester: 0161 839 2054 from 09:00 - 17:00 on weekdays or email eclypsManchester@cgl.org.uk</p>	<p>Mental Health and Well-being</p> <p>Off the Record: Suitable for children and young people aged 10-25 in Tameside who are experiencing mental health difficulties such as anxiety, worry, low mood, behaviour, bullying and stress etc. www.otr-tameside.org 0161 355 3553</p> <p> Samaritans www.samaritans.org Freephone: 116 123 Text message: 07725 90 90 90</p> <p> Eating Disorders B-eat – Eating Disorder Charity www.b-eat.co.uk Tel: 0845 634 141</p>	<p> Or visit 31 Young People's Centre, Clarence Arcade, Ashton-under-Lyne, OL6 7PT. LGBT Foundation is a national charity delivering a wide range of services to lesbian, gay and bisexual and trans (LGBT) communities. https://lgbt.foundation/Advice-Support-Information-0345-3-30-30-30</p> <p> SEXWISE – online honest advice about contraception, pregnancy, STIs and pleasure. https://www.sexwise.fpa.org.uk/</p> <p>Sexual Assault: https://www.sexwise.fpa.org.uk/where-to-get-help/sexual-assault-services</p>
<p> Talk to Frank: https://www.talktofrank.com/ 0300 1236600</p>	<p> Mind: Suitable for young people aged 8-18 years struggling with different issues such as anxiety, worry, low mood, stress, bullying etc.</p>	<p>Domestic Abuse</p> <p> Refuge https://www.nationaldahelpline.org.uk/ 0808 2000 247</p>

DATES FOR YOUR DIARY

(Please see our website for further details)

Monday 5 th June	Summer Term 2 Begins
Monday 12 th June	Year 10 PPEs Begin
Monday 3 rd July - Friday 7 th July	Year 10 Futures Week

YEAR 10 PRE-PUBLIC EXAM TIMETABLE

This week, Year 10 have been given their PPE guidance booklet and timetable. This contains everything they need to know about how to prepare for their upcoming pre-public exams which start on Monday 12th June and last for 2 weeks.

All students must ensure they are organised and come prepared to each exam. Students are expected to have a full set of equipment which includes pens, pencil, ruler, rubber and scientific calculator. Mobile phones and smart watches must be switched off and handed in and water bottles must have any labels removed. Please contact Mrs Burns or your child's form mentor if you have any further questions.



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Time	Examination Title	Duration	Venue
Monday 12th June			
Normal lesson	Combined Science: Physics 1 (Q1-3)	35 mins	In class
Normal lesson	Separate Science- Physics 1 (Q1-5)	50 mins	In class
Tuesday 13th June			
8.45am- 10.45am	Art, Craft and Design- practical exam	2 hours	In class
Normal lesson	Combined Science: Physics 1 (Q4-6)	35 mins	In class
Normal lesson	Separate Science- Physics 1 (Q6-10)	50 mins	In class
Wednesday 14th June			
Normal lesson	Spanish- Reading paper	1 hour	In class
Thursday 15th June			
8.55am- 9.40am	English Literature- Poetry	45 mins	Sports Hall
11.15am- 12.15pm	History-Paper 1: Conflict and Tension 1945-72 (Cold War)	1 hour	Sports Hall
2.00pm- 3.00pm	Food Preparation & Nutrition	1 hour	Sports Hall
Friday 16th June			
8.45am-10.45am	Fine Art-Practical exam	2 hours	In class
Monday 19th June			
Normal lesson	English language- Paper 2 Transactional Writing	45 mins	In class
Tuesday 20th June			
11.25am-12.25pm	Maths- Paper 1 Non calculator	1 hour	Sports Hall
2.00pm- 3.00pm	Geography- Dynamic Development and UK in 21 st Century	50 mins	Sports Hall
Wednesday 21st June			
8.55am-10.05am	Science- Combined Science: Chemistry 1	1 hour 10 mins	Sports Hall
8.55am-10.40am	Separate Science Chemistry 1	1 hour 45 minutes	Sports Hall
11.15am- 12.15pm F 11.15am-12.30pm H	Spanish- Writing paper	1 hour- Foundation 1 hour 15- Higher	Sports Hall
Thursday 22nd June			
8.55am- 10.40am	Business-Paper 1 Influences of operations and HRM on business activity	1 hour 45 mins	Sports Hall
8.55am- 9.55am	Drama- Section A- Blood Brothers	1 hour	Sports Hall
8.55am- 9.55am	Media Studies- Paper 1- Audiences and Industries	1 hour	Sports Hall
11.15am- 1.00pm	Computer Science- Paper 2 Computing Concepts	1 hour 45 mins	Sports Hall
11.15am- 12.15pm	Design Technology	1 hour	Sports Hall
11.15am- 12.45pm	Music- Understanding Music – Component 1- Listening	1 hour 30 mins	Sports Hall
11.15am- 12.45pm	GCSE PE- Component 1	1 hour 30 mins	Sports Hall
Friday 23rd June			
	Music Practicals	By appointment throughout the day	Music room
Normal lesson	Maths paper 2 (calculator)	1 hour	In class



POWER OF LANGUAGE



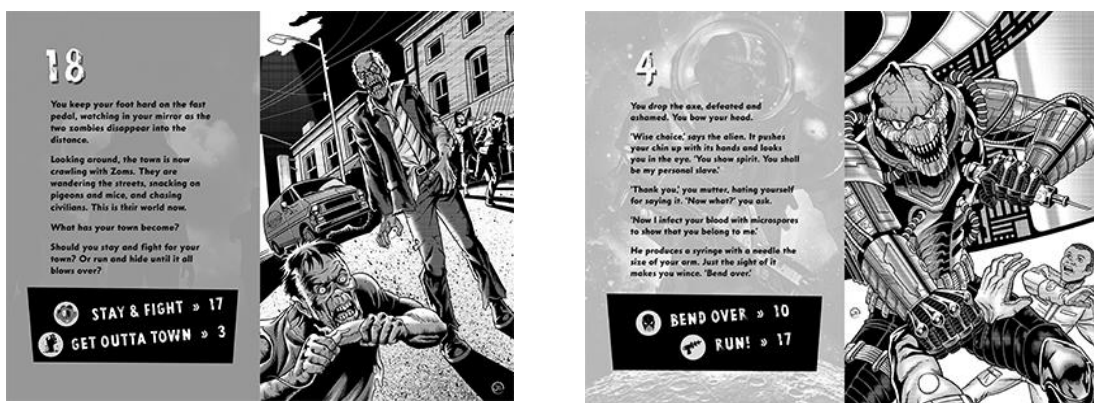
The Pick Your Path series offers a fresh take on the traditional 'Choose your own adventure' format.

These are fun, engaging, fast-moving stories. Offering short, low-level texts with every page requiring the reader to choose the next course of action in the story. What happens next? The reader decides!

With a choice to make on every page (that takes the storyline in a different direction and to different endings), this interactive format creates a powerful experience for readers. Allowing the reader to choose the outcome of the stories they read is a creative way to approach books and reading, particularly for struggling and reluctant readers.

One way to encourage and support struggling readers is to provide them with books that they can and want to read and these books are an effective, high interest, lower level vocabulary book to do just that. These books have controlled vocabulary and reading difficulty levels, but with plots and topics that appropriate to older students. They are also great way to entice a reluctant reader to read for pleasure.

With strong layouts, these black and white illustrated books are perfect for building reading stamina: if the reader is 'killed' the first time, they can keep reading it until they find the route out



This week the Librarian recommends these pick-your-path adventures:



Zombie Storm

In *Zombie Storm* the zombies attack your burger van and the reader's adventure begins. Every page requires the reader to choose the next course of action in the story. One of a trilogy of books in the Pick Your Path series, *Zombie Storm* offers a fresh take on the traditional 'Choose your own adventure' format.



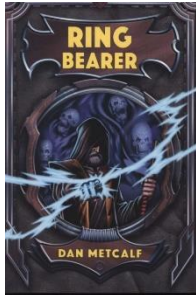
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Moon Unit

In Moon Unit an alien battlecraft attacks your lunar mining base and the reader's adventure begins. Every page requires the reader to choose the next course of action in the story.



Ring Bearer

In Ring Bearer a hoard of wraiths are after your ring - a sacred magical relic.

Today a reader tomorrow a leader.

LIFE SKILLS AND CAREERS AT MOSSLEY HOLLINS

Life Skills in Form Time

Redgrave (Year 7)	Faraday (Year 8)	Bronte (Year 9)	Nightingale (Year 10)
Tuesday	Friday	Thursday	Friday

The timetable below shows the theme for Summer 2 and the topic for Week 1:

Year Group	Theme	Week 1
Year 7	Healthy Minds	Introducing Mental Health
Year 8	Tolerance and Inclusivity	What is Tolerance?
Year 9	Sexuality and Pride	What is Sexuality?
Year 10	Sexual Bullying and Equality	Sexism

Year 10 Life Skills Opportunity

We are seeking between seven and fourteen Year 10 pupils as volunteers and role models to support the Year 7 Life Skills 'Social Switch' sessions. The intent of the sessions are as follows:

- To know how to stay safe online and when using social media
- To understand what the consequences of negative online behaviour might be
- To understand what opportunities there are to have a positive online presence

Volunteers will receive training and be required to attend Year 7 Form Time on Tuesdays. If your child is interested, please ask them to speak to Mrs O'Donnell or their Form Tutor for further information.



Monday 3rd July and Tuesday 4th July: Huddersfield University and In-School Events

We are looking forward to all our Year 10 students taking part in Futures Week in July. Our Year 10 group will be involved in the following activities:

On Monday and Tuesday, the cohort will be split in two. One half of the year group will complete the University visit, the other half will take part in Futures Events in school, and vice-versa.

<p>Future Events Session (in school)</p> <p>Students will arrive to school at the normal time and go to the Arts Theatre (08:45am-09:00am).</p> <p>Students will take part in three sessions throughout the day:</p> <ul style="list-style-type: none"> - A financial awareness session in the Lecture Theatre (delivered by Mr Frost) - An enterprise activity delivered by an external provider - An interview with an external visitor. <p>In the interview students will discuss their application (prepared in English lessons) and letter. Students will need to present the best version of themselves.</p> <p>Students should wear school uniform or professional dress.</p>	<p>Huddersfield University Session:</p> <p>Students will arrive at school at the normal time and go to the Lecture Theatre to wait for the coaches to arrive.</p> <p>Students will take part in the following activities:</p> <ul style="list-style-type: none"> - A tour of the campus - A session introducing students to Higher Education - A taster lecture about marketing. <p>Students will leave the university at 2:00pm.</p> <p>Students should wear school uniform on this day and bring their own lunch. If students are entitled to a free school meal, grab bags will be provided for them.</p>
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Wednesday 5th July: Ashton Sixth Form College

All students will attend Ashton Sixth Form College on Wednesday 5th July. If you or your child has not already made their selections, they are able to by following this link: <https://bit.ly/ASFCY10Tasters23>

Students will need to make their own way to the college.

Thursday 6th July: Clarendon College or Tameside College

Students will attend either Clarendon College or Tameside College. Students should make their own way to the college. Students have already chosen the sessions that they will be attending.



Careers Education: Online Careers Service for Your Child

<https://gmacs.co.uk/schools>

The Greater Manchester Apprenticeship and Careers Service works alongside Xello to provide a trusted and balanced source of careers information in one place.

Xello will provide interactive assessments to help students understand their strengths, skills, and unique interests and give access to hundreds of career profiles.

To access Xello, students need to go to the [GMACS website](#), click on the careers plan tab and then log-in using their school email address as username, and date of birth (ie ddmmYYYY) as password.

Other useful websites

National Careers Service

<https://nationalcareersservice.direct.gov.uk>

Students can explore, research and develop their career ideas linking subjects to possible careers.

UCAS

www.ucas.com

For early research into entrance requirements for university.

Apprenticeships

www.apprenticeships.org.uk

OUR REMINDERS AND MESSAGES

Call for Old School Uniform

If you have any uniform items that are no longer required, but are in good condition, please can we ask that you donate these items to our School Reception.

Measles. Are you Protected?

Since the introduction of the measles vaccine in 1968 it is estimated that 20 million measles cases and 4,500 deaths have been prevented in the UK.

Measles is highly contagious and can lead to complications such as ear infections, pneumonia, and inflammation of the brain which require hospitalisation and on rare occasions can lead to long term disability or death.

Spending 15 minutes or more in direct contact with someone infected with measles is enough to catch the infection. People whose immunity is compromised, pregnant women and unvaccinated children are at increased risk of severe disease.

Measles symptoms to be aware of include:

- high fever
- sore, red, watery eyes
- coughing
- aching and feeling generally unwell
- a blotchy red brown rash, which usually appears after the initial symptoms.



UK Health Security Agency

Going away in the school holidays? Make sure your child is protected from measles.

Two doses of the MMR vaccine provides lifelong protection – if they're not up to date, contact your GP before you travel.

NHS



Anyone with symptoms that could be measles is advised to stay at home and phone their GP or NHS 111 for advice, rather than visiting the surgery or A&E. This is because measles spreads very quickly and easily and so it is important to try and prevent the illness spreading further. People who have symptoms should also especially try to stay away from areas where you could come into contact with vulnerable people such as schools, nurseries or care homes.

The free MMR vaccine is a safe and effective way of protecting against measles, as well as mumps and rubella. For more information about measles, see the nhs.uk website [here](#).

Year 8 Parents' Evening

We were delighted to see so many of the parents and carers of our Year 8 students for Parents' Consultation Evening last week. We would like to share the following positive comments received by parents:

"[We are] really pleased with our child's Parents' Evening. [My child] loves coming to school and I have so happy with the comments we have received." (Parent of a child in year eight)

"Amazing teachers very grateful to you for you and your hard work in getting her to where she needs to be. Keep up the great work. Thank you" (Parent of a child in year eight)"

We were also pleased to read the survey results, which suggested:

100% of parents felt their child enjoys school and is happy at Mossley Hollins High School.

97% of parents felt their child is well looked after.

100% of parents would recommend Mossley Hollins High School.

CONTACTING SCHOOL

Communications from school – after May half term

After the May half term, as a school we will be moving towards communicating via email rather than text. Please could parents / carers check your email accounts regularly, and ensure that our email address is added to your safe list, to avoid any emails from school being directed into your Junk email folder.

Please can you also check on the School Gateway app that we hold your correct email details on record. If there are any changes required you can use the app to let the school know.

Communication with School

Thank you to the vast majority of parents and carers who, when contacting school, are polite and respectful. We understand that, at times, you may feel frustrated if you are not able to immediately speak to a specific member of



staff in relation to your child. Please remember that we are a busy secondary school which serves over 900 students and families. Our Heads of Year also have busy caseloads and day- to-day responsibilities. Some Year Heads are classroom teachers and others are Teaching Assistants, this means that they are often in classrooms teaching or supporting students and are therefore not always available to immediately respond to parents / carers.

If your call is urgent or in relation to a serious safeguarding concern, our reception/administration staff will always endeavour to find an appropriate member of staff to take your call, in most other circumstances they may direct you to other means of communication, such as email. In such circumstances, you should expect return communication within 48 hours, if you do not, please escalate this to the Headteacher's PA on heads.pa@mossleyhollins.com. Our staff will do their very best to assist in any way that they can. As always, thank you for your continued support.

Ensure notifications are on for School Gateway App

As a school we are looking at ways to reduce costs, one area highlighted is the amount we are spending on text messages.

Even if you have the School Gateway App you must ensure that you are logged in all the time and have push notifications manually turned on for this App within your phone settings. Every device will have other settings that can affect push notifications (for example, battery optimisation, which prevents some devices from receiving push notifications when the battery is below a certain percentage).

Please also ensure that you are running on the latest version of the App, which can be confirmed in the Play Store or App Store. If you are still not receiving notifications and have followed the guidance below, you would need to refer to the help guide for your specific device and/or contact your device manufacturer.

If both parents/carers are registered on Gateway please ensure that each registered user is using the School Gateway App.

Guidance for switching on notifications:

Apple

1. On your phone, go to settings
2. In here, scroll down to the 'Notification Centre'
3. Select School Gateway
4. In here, ensure that under the heading 'Notification Centre' is switched on
5. Close the screen; you will now receive notifications when new app messages come through



Huawei

1. Tap the Apps icon on your home screen
2. Tap settings
3. Tap Apps or App Manager
4. Scroll down and tap School Gateway
5. Tap Notifications
6. Confirm 'Block all' is toggled OFF (Samsung / other devices - toggle 'Allow Notifications' ON)
7. Restart your device



Android

1. On your phone go to Settings > Applications Manager
2. Scroll down the list of apps until you find School Gateway and select it
3. In here there will be a tick box that says 'Show Notifications'. Ensure this is selected
4. Close the screen; you will now receive notifications when new app messages come through.



Samsung

1. On your phone got to Settings > Notifications and Status Bar > Notifications Centre
2. Scroll down your list of apps until you find 'School Gateway' and select it
3. Activate 'allow notifications' and also 'priority display'
4. Restart your device
5. You will now receive notifications when new app messages come through.



Making contact with your child's Head of Year (Progress)

Please ensure that you use the new email address listed below to make contact with your child's Head of Year (Progress) for any questions or concerns you may have. The relevant Head of Year will ensure that you receive an acknowledgement or reply within 48 hours. Unless a phone call is urgent or is in relation to a serious safeguarding concern, parents/carers will be directed to email the relevant Head of Year on the new email addresses below:

Classof2023@mossleyhollins.com – Year 11 – Mr Beaumont

Classof2024@mossleyhollins.com – Year 10 – Mrs Burns and Mr Howarth

Classof2025@mossleyhollins.com – Year 9 – Miss Fogg

Classof2026@mossleyhollins.com – Year 8 – Mr Hayward

Classof2027@mossleyhollins.com – Year 7 – Mrs Allwood-Smith

OUR VACANCIES AND TRAIN TO TEACH OFFER

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For more details, please contact eduggan@tret.org.uk or look at the **Train to Teach** Section of the Trust Website: www.tret.org.uk

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What Parents & Carers Need to Know about INFLUENCERS

In today's digital age, social media influencers play an increasingly significant role in shaping the opinions, interests and behaviours of our children. While many of these individuals can have a positive effect, influencer culture can also present certain risks – such as encouraging consumerism, affecting self-esteem and blurring trustworthiness. To help ensure a safe online environment for young people, it's vital to maintain open communication, set sensible boundaries, promote a healthy self-image and teach digital media literacy. Our guide delves deeper into all of these.

WHAT ARE THE RISKS?

HEIGHTENED CONSUMERISM

A major way that influencers make money is through brand partnerships and sponsored content. As a result, children who follow them may be exposed to a steady stream of advertising; this can lead to materialistic attitudes, unrealistic expectations and an increased desire to have the latest products. Many influencers have built huge brand empires around their large, impressive following.

THE SOFT SELL

Some influencers aren't always transparent about the motivations behind their posts, blurring the lines between genuine recommendations and paid-for promotions – and young people sometimes find it difficult to distinguish authentic content from advertising. Many major social platforms have taken steps to make sponsored content and ads easier to identify, but it remains an area of concern.

PRIVACY CONCERNS

Inspired by their favourite influencers, children may start sharing more of their own lives online – which could reveal personal information or details about their daily routine. This openness can put them at risk of cyberbullying or even predatory behaviour. This is exacerbated by live streaming, which gives young people no time to consider the potential consequences of saying too much.

UNDERMINING SELF-ESTEEM

Many influencers share images and videos of themselves and their activities, which are often painstakingly curated and edited to present an idealised version of their life. Children who follow these influencers may develop distorted expectations about body image and the concept of beauty, which can potentially lead to negative self-esteem and even mental health issues.

Advice for Parents & Carers

KEEP TALKING

Chat to your child about the content they consume on social media and the influencers that they like. Encourage them to think critically about what they see and hear online, and listen to any concerns they might have. Maintaining this line of open, honest communication can help your child to make informed decisions about which individuals they follow and what content they engage with.

SET SOME BOUNDARIES

Agree age-appropriate boundaries for your child's social media use, including time limits and privacy settings (the two major operating systems on mobile devices, Android and iOS, have these controls baked in). Try to keep an eye on your child's online activity and discuss it regularly with them – including reminding them of the potential risks that can arise from following influencers.

SUPPORT A HEALTHY SELF-IMAGE

Reinforce your child's awareness that real life isn't usually as picture perfect as it may appear on social media – and how some content (particularly that of influencers) is often curated, staged or edited to look more glamorous. If possible, highlight examples of other influencers who share authentic, relatable material which acknowledges their imperfections and struggles as well.

PROMOTE MEDIA LITERACY

Talk to your child about the concepts of sponsored content, advertising and potential influencer bias. Teach them to critically evaluate the information they're presented with online and to consider the possible reasons behind content creation. This can help young people develop the skills to make healthier decisions about the influencers they choose to follow and the content they consume.

Meet Our Expert

A former director of digital learning and currently a deputy headmaster and DSL, Brendan O'Keefe's experience and expertise gives him a clear insight into how modern digital systems impact the experience of children, staff and parents – and which strategies help to ensure that the online world remains a useful educational tool rather than a minefield of risks.



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