

MOSSY LEA MESSENGER

Monday, 13th April 2026 XIII.IV. MMXXVI

🌿 Weekly Highlights at Mighty Mossy 🌿

Welcome back to the Summer Term at Mighty Mossy! We have an exciting term ahead and it's been a fantastic start across the school.

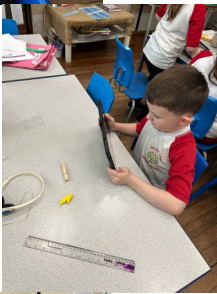
🌿 Acorn Class

We've launched our new topic on rainforests! The children have been exploring where rainforests are located around the world and have started reading *The Great Kapok Tree*. They've already impressed us with their thoughtful questions and curiosity about this fascinating environment.

🌳 Oak Class Highlights

Oak Class have begun their English unit on *Macbeth* in preparation for their upcoming drama workshop at The Lowry next week. In Computing, they've started learning how to create Stop Motion Animation, showing great creativity so far. In PE, alongside Chorley SSP, they've kicked off a new half-term focus on rounders.

We're looking forward to all the learning, creativity, and fun this term will bring!



Concentration Toys (Fidgets)

A quick clarification. What are often referred to as fidget toys are, more accurately, concentration tools, and when used appropriately, they can for a minority of children, support focus.

However, we are increasingly seeing these sent into school without discussion, and in many cases they are becoming toys rather than tools, having the opposite effect to what is intended, and creating "one upmanship!"

As with all provision, where a concentration tool is appropriate, it will be identified by school or more likely a specialist teacher, discussed with parents, and provided in a way that supports learning.

We ask that families don't send these in from home without prior agreement.

Before you read the following letter, I wanted to offer a little context.

You may have seen in the news, or heard locally, that some schools are receiving inspection reports that look very different from what parents have been used to in the past. In some cases, schools previously seen as strong are now being presented in a way that can feel, at first glance, less positive.

This isn't always a simple reflection of a decline in standards.

The inspection system itself has changed. Quite significantly.

I'm sharing the letter below from the Director of Education to help make sense of that change, and to support a broader understanding across our communities. It's important, particularly at the moment, that we avoid quick conclusions based on headlines or comparisons with the old system.

I'll be candid: inspection will always bring pressure, and it doesn't always capture the full story of a school - the context, the journey, or the daily work that goes on behind the scenes. But it is part of the system we work within, and it's important we understand it properly.

So this isn't about Mossy Lea specifically - I don't think we're due an inspection just yet, it's about standing alongside schools, staff and communities, recognising the complexity of what inspection now looks like, and responding with fairness, perspective and a bit of humility, and, as is my personality to bat for people who may be having it unfairly tough.

The following letter, from our LA, explains it far better than I can...

Send to: Email: Aby.Hardy@lancashire.gov.uk: Date: 16 April 2026

Dear Parents and Carers,

I am writing to tell you about some important changes to the way schools in England are inspected by Ofsted. I also want to explain what this may mean for you and your child's school. From November 2025, Ofsted started using a new way to inspect schools. This is different from what many parents are used to, so it is important to understand how inspection results now work.

What has changed?

In the past, schools were given one overall judgement, such as good or outstanding. These single word judgements are no longer used.

Instead, schools now receive a report card. This shows how a school is doing in different areas, such as:

Leadership, teaching, inclusion, attendance, behaviour, wellbeing

Each area is checked against what Ofsted expects schools to achieve across the country. This gives more detail about what a school does well and where it needs to improve. However, it can take a bit more time to understand at first.

What this means for parents

The new inspection results are not the same as the old Ofsted grades. If a school does not meet the expected standard in one or more areas, this does not mean it is the same as being judged inadequate in the past. The systems are different and should not be compared.

Some schools work in very challenging situations. For example, they may support children and families who face many difficulties. Even when staff work very hard and make a real difference every day, it can be harder to meet national targets. The inspection does not always show the full picture of a school or the progress it is making over time.

For this reason, we encourage parents to read the full inspection report, not just the headlines or grades. The written sections explain what inspectors saw and give important detail.

We also encourage you to think about what you already know about your child's school. This includes how your child feels about school, how well they are supported, and the progress they are making.

Our support for schools

Schools across Lancashire are full of staff who care deeply about the children they work with. The new inspection system has added extra pressure for school leaders and staff, and we know this can affect wellbeing.

As a local authority, we visit schools regularly and work closely with headteachers and governors. We see the hard work, care and commitment that goes on every day, often in very difficult circumstances.

We remain fully committed to supporting schools, supporting staff, and working with families to help children and young people do as well as they can.

In summary: If your child's school is inspected under the new system, the results may look different from what you have seen before. This does not reduce the care, effort or dedication of school staff, or the quality of education and support children receive.

Your trust, understanding and continued involvement with your child's school are very important. By working together, inspection information can be used in a fair and helpful way that supports children's learning and wellbeing.

Thank you for taking the time to read this letter and for your continued support of Lancashire's schools.

Attendance Update

Your overall attendance
93.5%

You are in decile 9, the bottom
10-20% of schools

Year 2 Bibby's Farm Meeting

On **Tuesday, 5th May** all Year 2 children and parents are invited to attend a meeting at Bibby's Farm. This will take place between **6:00pm and 7:15pm**.

(Back Lane, Heath Charnock, Chorley PR6 9DL)

It is an opportunity for the children to visit the site, see where they are sleeping etc, whilst the parents hear about the activities and events that will take place. It will also be a good opportunity to ask any questions.



Junk Modelling Club

Please send into school any clean cardboard boxes, tubes, containers etc for our junk modelling club.

Thank you!



Weekly Awards



Diary Dates

April	
23rd	Trip to The Lowry

What Parents & Educators Need to Know about IMAGE-ALTERING FILTERS

From playful puppy ears on Snapchat to 'beauty mode' on TikTok, image-altering filters are now a routine part of how young people communicate online. While many are harmless, others subtly reshape people's faces and bodies. This can blur the line between reality and edited content, potentially influencing how children and young people see themselves and others.

WHAT ARE THE RISKS?

ALTERED BEAUTY STANDARDS

Many 'beauty' filters smooth skin, reshape facial features, or adjust body proportions. Over time, repeated exposure to these filters can shift a child's idea of what is 'normal' or attractive, creating unrealistic expectations about their own and others' appearances.

PRESSURE TO LOOK PERFECT

Filtered images can often attract more 'likes' and positive comments. This can encourage children and young people to rely on editing tools to gain others' approval, rather than feeling confident in their natural appearance.

LOW SELF-ESTEEM

Regularly viewing heavily filtered content can lead to comparisons with unrealistic images. This is linked to body dissatisfaction and reduced self-esteem, particularly among children and teenagers.

HIDDEN ADVERTISING

Some filters are linked to beauty products or trends, subtly promoting third-party brands. Children and young people may not recognise this as advertising, while also sharing personal data – such as facial images and usage habits – with apps and third parties.

BLURRED REALITY

As filters become more advanced and natural-looking, it can be difficult for children and young people to distinguish edited content from real life, especially when filters are used in everyday photos and videos.

SEXUALISED EDITS

Certain tools can make users appear older or more sexualised. This may attract unwanted attention, increase the risk of images being shared without consent, and expose young people to unsafe interactions.

Advice for Parents & Educators

START OPEN CONVERSATIONS

Talk regularly about filters, such as how they work and why people use them. Ask the children and young people in your care how filtered images make them feel and encourage honest discussion without judgement.

REINFORCE WHAT'S REAL

Help children and young people understand that filtered images are digitally altered and are not an accurate reflection of real life. Emphasise that they don't need to meet these artificial standards.

CHALLENGE 'PERFECT' POSTS

When viewing content together, gently point out the signs of editing, filters, or posing techniques. This builds critical thinking and helps children and young people question unrealistic images.

PROMOTE OFFLINE CONFIDENCE

Encourage activities that build self-worth beyond appearance, such as sports, hobbies, friendships, and creative interests, so that confidence isn't tied solely to online validation.

Meet Our Expert

Parven Kaur is a digital parenting expert and founder of Kids N Clicks, a platform dedicated to helping parents navigate the online world alongside their children. She is an expert contributor for Internet Matters, offering practical guidance on emerging online safety issues. Her insights have been featured by the BBC, The Telegraph, TalkTV, and other major media outlets, supporting families across the UK.



#WakeUpWednesday

The National College

See full reference list on our website

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