



Moorfield News

Responsibility Perseverance Compassion Thankfulness

23rd - 29th January

Classes of the Week: R/KS1: 2C KS2: 4C

House of the Week: Buffalo

Pupils of the Week: KS1: Woody S KS2: Alice B



TRACKIT LIGHTS

26th - 30th January

KP Adam J REC Enzo A

1H Lucas B 1E Elsie L

3G Rae W 3H Arlo H

5H Ella C 5M Dexter H

2C Sofya B-D

4C Maya B

6H Jack H

2P Otto W

4G Grace C

6R Ayesha P



Pen License

Sienna B

Jacob N

Mason T



Star Bonds

Moorfield Tables

Teddy C

Ryan S



26th - 30th January

Rec 90%, Year 1 97%, Year 2 93%, Year 3 99%

Year 4 96%, Year 5 94%, Year 6 95%



Headteacher Award



NEW SCHOOL BUILD

We can confirm the new school build is moving ahead as planned and the consultation evening will take place in school on Thursday 12th February from 3pm-7pm. Those who live locally will receive the following flyer (on the next two pages) through their letterbox in the next few days, if they haven't received it already.

This consultation is open to everyone in our school community as well as local residents. It will be an opportunity to see the plans for the new school as well to ask any questions you may have. We look forward to seeing you there.

HAVE YOUR SAY AND FIND OUT MORE

PUBLIC CONSULTATION FOR THE PROPOSED REDEVELOPMENT OF MOORFIELD PRIMARY SCHOOL, HAZEL GROVE



You are invited to provide your thoughts and comments on the plans which are being progressed for the redevelopment of the school site

elliswilliams

Tilbury Douglas
Construction



iceni
Department
for Education

12th February 2026 • 15:00 - 19:00

Moorfield
Primary School,
Lyndhurst Avenue,
Hazel Grove, SK7 5HP

The Proposals

Background

Iceni Projects are working on behalf of Tilbury Douglas Construction Limited to prepare a planning application for the proposed replacement school building and associated infrastructure that will deliver modern facilities for pupils and staff. This project is being brought forward through the Department for Education's School Rebuilding Programme.

The existing school building is coming to the end of its lifespan and does not meet the operational needs of the school. To allow the school to continue to offer a high-quality learning environment for children, including those with an increasing range of more complex needs, there is a fundamental requirement for a new and improved school building and grounds to be developed. Therefore, it is proposed to demolish the existing school building and construct a fit for purpose modern facility.

What will the school look like?

The new school building is proposed to be set across two storeys and located in a similar position to the current building. The replacement school will include new classrooms, Special Educational Needs (SEN) unit, admin spaces, assembly hall and kitchen.

Externally, the relocated school will free up space to provide high-quality outdoor provision. There will be hard and soft surfaced outdoor play areas for pupils, including a new Multi Use Games Area (MUGA) and soft landscaped area, designed with input from the children.

A new and improved car park is proposed which will include electric vehicle charging points and accessible parking bays, as well as cycle shelters for staff and pupils.

It is not proposed to increase pupil numbers as part of the planning application. The nursery on site is not part of the redevelopment proposals and will remain operational throughout.

The Public Consultation

The proposed plans are still in the drafting phase, and the architect is finalising a concept masterplan for the scheme's design and layout. These plans will be available to view at the consultation event.

The purpose of the public consultation is to ensure that members of the local community can provide feedback on the draft proposals and help shape the development of the new school. This feedback will be reviewed by the project team as part of the planning and design process to ensure that the development balances the needs of the community, the environment and the pupils and staff of the future school.

The Planning Application

The proposals will be submitted to Stockport Metropolitan Borough Council as part of a detailed planning application in the coming weeks. The architect's plans will be supported by a suite of technical assessments, setting out the necessary information for the Council's consideration when determining planning applications. These will address topics such as flood risk, ecology, highways, noise and air quality.

Once the application has been submitted to and validated by the Council, all of the application documents will be publicly available to view via the Council's Planning Portal. You will then be provided with a further opportunity to comment on the proposals.

The Construction Period

When will construction take place?

If the planning application is approved, construction will take place towards the end of 2026.

Will children be impacted by the development?

The new school will be built in a similar place to the existing school. As such, temporary classroom accommodation will be required for some pupils, as some buildings will require demolition at an early stage in the programme. Detailed plans of the temporary classroom provision will be available to view at the event.

How will the development be managed?

Tilbury Douglas is a leading UK building, infrastructure, engineering and fit out company. They are highly experienced at delivering new schools and educational facilities. They are currently completing the build of the new Laurus Grace School, very nearby.

Many of their projects are undertaken while schools remain open, and so they have significant experience of operating in such settings and ensure works are carried out with the minimum impact on day-to-day life of the school and pupils.

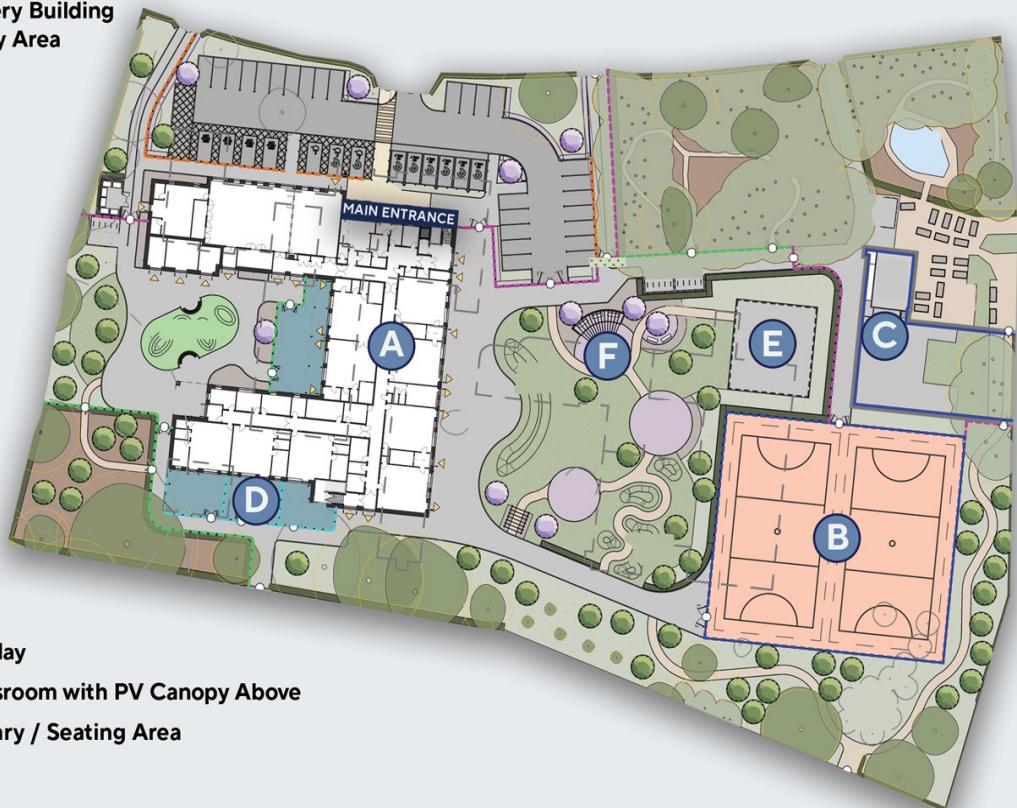
Tilbury Douglas will ensure that their deliveries and construction work on site is scheduled outside of the peak pupil drop off and pick up times.

A site liaison manager will also ensure that there is a point of contact on-site for neighbouring residents to speak to if they have any questions or concerns during the build.

A Construction and Environmental Management Plan will also be submitted to the Council as part of the planning application process which will set out how Tilbury Douglas will manage the impact of the construction on local residents and the environment. The build will be delivered in accordance with this document.

PROPOSED SITE PLAN

- A** Proposed School
- B** Multi Use Games Area (MUGA)
- C** Existing Nursery Building & External Play Area



The Benefits of the Proposal

Overall, the proposed scheme will provide numerous benefits, including:

- Development of a modern, more energy efficient and fit for purpose building
- Provision of specialist spaces / SEN units for children with complex needs
- State of the art learning facilities for all pupils
- Enhanced outdoor facilities, landscaping and play spaces
- Improved parking and drop-off provision
- High quality sports facilities, including a MUGA

How to Share Your Views

As members of the community, your views are important to inform the future redevelopment of Moorfield Primary School.

If you are not able to attend the consultation event but would like to know more about the proposals, you can find out more by visiting the school's website.

Website link:

<https://moorfield.stockport.sch.uk/>

AUTHOR VISIT

We're incredibly lucky, yet again to spend a wonderful afternoon with Author Ben Davis! Ben shared his amazing new book "Postman Planet"

He told us how he became an author, showed us how he created his characters and was blown away by the thoughtfulness of the questions from our years 2-4 children!

Postman Planet is a hero. He delivers post to the scariest, most dangerous places in the galaxy. And he's secretly really a 9-year-old boy. But now he's been forced to team up with Stamp, a part-robot part-dog, who is a stickler for the rules. Together, can they save the Planet of Fluffy Unicorns? And can they defeat the Space Vikings?



AND FINALLY ...school car park

For safety purposes, can I ask that those parents and carers who pick up and drop off in Key Stage 1, not to use the black gate by the reception playground as an exit on to the school car park. This isn't a safe or authorised exit. Please exit by the KS1 gate. Thank you.

I hope you all have a great weekend.

Best wishes,

Paul Anderson
Headteacher



Picture News

TAKE HOME

2nd - 8th February



In the news this week

A toy company called Mattel has released a new Barbie doll designed to represent people who have autism, with features such as a fidget spinner and noise-cancelling headphones. The doll was created with help from the autistic community, so more people can see themselves reflected in their toys.

Things to talk about at home ...

- Do you think it's important for toys to show different kinds of people?
- How do you feel when you see a character or toy that is like you?
- Can you come up with other examples of books or toys that aim to help people feel included?
- How can we help other people feel included when they might feel different or left out?

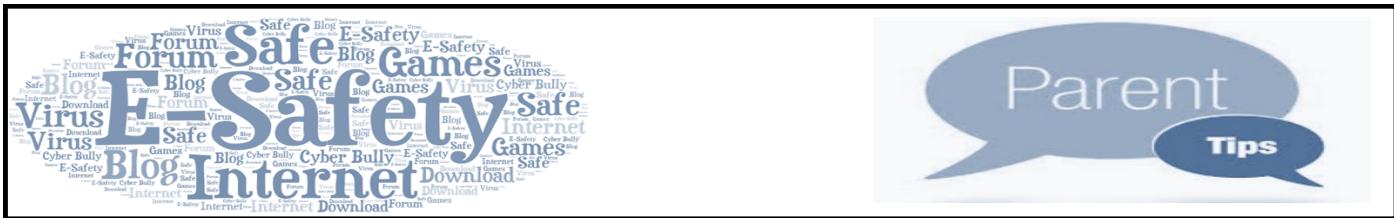
Please note any interesting thoughts or comments

Share your thoughts and read the opinions of others

www.picture-news.co.uk/discuss



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At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about MENTAL HEALTH MISINFORMATION ONLINE

WHAT ARE THE RISKS?

A research study by Ofcom revealed that children aged 9-15 increasingly use online platforms like TikTok for mental health advice, with 50% relying on social media for information. Unverified medical content online is concerning, with the potential to cause confusion, anxiety, or incorrect self-diagnoses. This guide provides expert strategies to help parents and educators tackle misinformation effectively and ensure safer digital experiences for young people.

POPULAR ONLINE SOURCES

Platforms like TikTok and Instagram are two of the main sources of young people's mental health content. Videos and posts frequently feature unqualified influencers, contributing to misinformation, myths, and oversimplifications. While appealing to young audiences, this unverified content can distort perceptions, and create unrealistic expectations and misunderstandings about mental health conditions.

RISK OF SELF-DIAGNOSIS

Social media's misleading content encourages young people to self-diagnose complex mental health conditions inaccurately. Misdiagnosis can exacerbate anxiety, cause unnecessary worry, or delay essential professional intervention. This has the potential to escalate manageable conditions into more significant mental health issues requiring comprehensive clinical support.

LACK OF FILTERS

Social media platforms struggle to filter misinformation effectively, allowing false content to spread widely and quickly. Without proper guidance, young viewers may not discern fact from fiction, potentially internalising inaccurate beliefs about mental health. This can negatively influence their decisions about seeking professional help or managing mental wellbeing.

IMPACTFUL PAST TRENDS

Historically, online mental health misinformation has led to harmful trends, including inappropriate coping strategies or sensationalised symptoms. For example, past TikTok trends on self-harm or anxiety 'hacks' have spread damaging advice, underscoring the risk when misinformation is not promptly addressed or corrected by knowledgeable adults.

MISLEADING CLINICAL TERMS

Online trends often include the misuse of clinical terms, such as 'trauma' or 'OCD', making serious conditions seem trivial or incompletely understood. Such misinformation can diminish empathy, and lead young people to misunderstand mental health complexities, potentially preventing them from identifying real mental health issues in themselves or others.

REPLACING PROFESSIONAL HELP

Frequent reliance on digital content can deter young people from seeking professional mental health care, substituting expert support with unverified online advice. This substitution can prolong issues, complicate recovery, and reduce the effectiveness of future professional interventions, ultimately impacting overall mental health and wellbeing negatively.

Advice for Parents & Educators

MONITOR ONLINE ENGAGEMENT

Regularly review and discuss a young person's online activity, providing appropriate guidance on discerning accurate content. Tools such as parental controls or co-viewing content can help mediate exposure to harmful misinformation, facilitating safer digital habits and informed critical thinking about mental health.

IDENTIFY RELIABLE SOURCES

Teach young people to critically evaluate mental health content by checking credentials, source authenticity, and evidence-based information. Encourage them to refer to trusted medical or educational platforms and to consult healthcare professionals for clarification. This reduces young people's reliance on potentially harmful or misleading online sources.

SCHOOL-HOME COLLABORATION

Strengthen collaboration with educators to integrate digital literacy into the school curriculum, emphasising misinformation awareness. Jointly delivered education sessions on identifying and responding to misinformation can significantly improve pupils' ability to critically assess mental health content, supporting their mental wellbeing effectively both online and offline.

ENCOURAGE OPEN DIALOGUE

Foster a non-judgemental environment where young people feel comfortable discussing online content. Regularly talking about their online experiences and perceived mental health concerns helps clarify misunderstandings, mitigates misinformation, and builds trust, thereby enhancing their resilience and digital literacy. Model situations where you have sought advice from accurate sources and not solely relied on social media for health advice.

Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd, Director for Wellbeing and Family Services at Leigh Trust, and lead expert for mental health at The National College. Anna specialises in strategic mental health solutions for schools, supporting educators and families to improve resilience, emotional literacy, and overall wellbeing for children across the UK.



The
National
College®

Is your child's speech unclear?

Does your child use lots of language (words) but you or someone you know find it difficult to understand them? For example, they may say "tat" instead of "cat". If so...

Call and book a slot at our drop-in session for support with how to help your child's **speech sounds/pronunciation** (not lack of words) develop further.



If your child is in school, please raise any concerns with your school

• DAY •

Thursday 16th April 2026

• TIME SLOTS BETWEEN •

9.00am-12.00pm

Booking is essential. Call 0161 2044153 to book your time slot

• PLACE •

1st Floor, 1 Wellington Road House, Wellington Road, Stockport, SK4
1AF

