



THE SCHOOL DAY

School Times

Breakfast Club	08.00 - 08.30
Morning Session	08.45 - 12.40
Break	10.45 - 11.00
Lunch	12.40 - 13.30
Afternoon Session	13.30 - 15.20

The timetable follows a 10-day cycle of six lessons per day, giving a total teaching time of 25 hours each week.



Lunch Arrangements

Parents are asked in advance to nominate one of three arrangements:

- a meal from the school cash cafeteria
- a packed lunch to be eaten in the school dining room
- home lunch

A week's notice of any change in arrangement is requested.

Younger students who stay for a meal or packed lunch must remain on school premises throughout the lunch period, but year 11 students and 6th forms are allowed to leave the premises, although this privilege may be withdrawn if misbehaviour occurs.

Many supervised activities are provided at lunchtime, and in severe weather supervision is extended to allow all students access to their form rooms.





Absences

Parents are requested to make dental and medical appointments, as far as possible, outside school hours. Students must bring written confirmation of any appointments to their Form Tutors.

It is also strongly advised to plan holidays outside the school terms since absence can increasingly prejudice National Curriculum and GCSE assessment and preparation. All holiday requests must be done, in advance, on an official school form available from the Year Offices.

Routine absence should be notified on the first day by telephone and arrangements can be made to send work home for longer absence. This can be done at any time of the day or night by leaving a message on the school answering system.

0151 638 8131 - Dial 3 - then leave a message including details of students name, form, reason for absence and expected date of return.

If you do not report an absence by 10am, the truancy call system will automatically call parents/guardians.

Late Arrivals

If a student is late, they must report to their Year Office to sign in. Lateness will be monitored closely by the Year staff and parents will be informed of any students who are regularly late.

Persistent lateness will be a consideration when awards are presented throughout the year.

Student Grouping

On arrival in Year 7 boys are allocated to a form. These forms are purely social groups and we aim to create groups that contain a full spread of abilities. Year 7 students are taught in one of 4 'learning pathways'.

These pathways allow for the matching of teaching to the learning needs of individual students, and ensure that all students have the opportunity to reach their full potential and are stretched.

Information from feeder primary schools, KS2 SAT's results and an internal examination are used to determine which pathway the student should be placed in.

All pathways follow the National Curriculum, and we have the highest expectations of every student in our school. One of the pathways (e.g. small group provision) contain students who would benefit from additional help and support given by specialist staff. Form groups contain students from each of the 4 pathways.

Each form is linked to one of three Houses. Again, each House contains students from the full ability range. These Houses have a long tradition in the school, many fathers and even grandfathers have been members of a particular House. These Houses allow for students from different year groups to mix together, and become involved in a range of House activities that form part of our rewards system.

Form Groups remain the basic pastoral units. As students progress through the school a variety of grouping arrangements exist to best meet the needs of individuals, the nature of the subject being taught and the resources we have available. For some subjects we group by specific abilities, and in Years 10 and 11 the grouping will also be influenced by the choice of option subjects.

The small group provision students continue to be supported throughout their time at the school, and continue to work within a structure established to provide for their particular needs and this includes close links with the Special Education Support Services.



CURRICULUM STRUCTURE

Key Stage 3 (Years 7 - 9)

CORE SUBJECTS	FOUNDATION SUBJECTS	ADDITIONAL SUBJECTS YEARS 7, 8 AND 9
Mathematics English Science ICT RE	History Geography French Art Design & Technology Music PE	PSE Drama

Key: RE - Religious Education

PE - Physical Education inc. Games

PSE - Personal & Social Education

ICT - Information & Communication Technology

In Years 8 and 9 boys have the opportunity to study a second Modern Language (currently German) and Careers Education is added to the Year 9 curriculum.

The Citizenship curriculum is addressed through other subjects at Key Stage 3.

Key Stage 4 (Years 10 - 11)

CORE CURRICULUM	Mathematics	English	Science	Careers	ICT
	PSE	PE	RE	Work Experience	

Plus - from the range of subjects and qualifications available:

At least ONE Technology subject	Plus THREE other subjects or equivalent qualifications
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The open options include 'additional Science' which allows boys to be entered for the three single Sciences, Physics, Chemistry and Biology.

At the end of Year 10 there is an opportunity for some students to enhance vocational aspects of their course by choosing further modules of vocational subjects provided at other local colleges and by other external providers, as well as additional work experience placements.

A separate booklet is issued to parents in Year 9 explaining the various options available at Key Stage 4.



CURRICULUM INFORMATION

Homework

The school believes that a regular homework commitment is crucially important to the progress of all students.

In addition to promoting good habits of study and encouraging independent research and reading, homework is a vital part of any National Curriculum programme of work or any examination course.

Students are issued with a student planner and parents receive details of the homework timetable with an indication of the time that should be spent.



Careers and Work Experience

In the early years the PSE programme lays the foundation of careers guidance but specialist careers lessons are provided in Years 10 and 11. All students are also given the opportunity of an in-school interview with a qualified careers adviser.

The school careers adviser is available for consultation at Parents' Evenings in Years 9 to 11 and we organise a bi-annual Careers Convention for students and parents. Each year a Challenge of Industry Conference is organised in conjunction with the Education and Business Partnership for Year 9 students.

The careers programme is often enhanced by industrial visits or talks by visiting speakers, and all students are entitled to 5 days work experience placement during Key Stage 4.





Religious Education

All students should take part in Religious Education lessons and in collective worship unless withdrawn for legitimate reasons. Parents should write to the Headteacher if such withdrawal is requested. Religious Education is currently offered as a short course GCSE taken at the end of Year 10.

Sex Education

The policy of the Governing Body is that sex education should be a curriculum entitlement of all students. The content and organisation follows closely the Wirral Education document "Sex Education Policy and Guidelines" and will be delivered formally through Faculties and informally through the confidential counselling offered by the Form tutor system.

Issues covered include:

Personal relationships, contraception, sexually transmitted diseases including HIV/AIDS, conception, the birth process and the termination of pregnancy. The work of support agencies is also discussed. The programme is designed to give students an insight into moral issues and is delivered sensitively to complement and support parental guidance.

Sex Education is delivered jointly by the Personal Development and Science Faculties, with a significant contribution from the school nurse. Parents may withdraw their children from all or part of the sex education programme except that which is required as part of National Curriculum Science.

Complaints about the Curriculum

In accordance with current legislation, the local Authority has adopted a procedure to deal with complaints about the curriculum. Most complaints are settled quickly and informally at school level; the complaints procedure exists for those parents who also wish to pursue a complaint through more formal channels. A copy of the complaints procedure is available from the school or directly from the Education Department, public libraries and public information offices.

Special Educational Needs (SEN)

The aim of the Governors' policy is to ensure equal access to all areas of the curriculum so that the needs and potential of all students are met within a caring and protective environment. The school ensures a coherent policy by:

- identifying a named Governor with responsibility for SEN
- identifying a school co-ordinator for SEN
- identifying a member of staff within each department as a link person with responsibility for liaison on matters of SEN

The school ensures access to all areas of the National Curriculum, offers a varied, flexible and relevant curriculum post 14, and takes note of aptitudes and interests at recruitment and when making timetabling provision.

The school ensures appropriate planning and resourcing in meeting the responsibilities of the SEN Code of Practice by establishing relevant group sizes following identification, assessment and continuous monitoring and review of students' needs. A special needs register is maintained and individual education plans produced as required by the Code of Practice.

Close liaison with parents and all relevant external agencies are a particular priority in providing for students with SEN.

Accessibility

In line with the whole school accessibility plan we are fully accessible by wheelchairs and have successfully met the following:

1. Improved access to the physical environment
2. Increased access for disabled students to the school curriculum
3. Improved the delivery of written information to disabled students



SPORT AND EXTRA-CURRICULAR ACTIVITY

Sport

The school has some excellent sporting facilities including two large sports halls, AstroTurf, Multi use Games Areas and a Fitness suite. The main winter games are Rugby and Football, with Cricket and Athletics played in the summer.

Other sports available include:

Cross-country	Cricket	Skateboarding
Badminton	Gymnastics	Golf
Athletics	Hockey	Rowing
Orienteering	Basketball	Volleyball
Tennis	Table-Tennis	Karting
Weight-Training	Canoeing	Tennis
BMX Biking		



PE Department: Extra Curricular Activities

Mosslands School are very proud of their extra curricular sporting programme, which combines wide participation and successful representative teams. In recent years we have run clubs for gymnastics, Badminton, Fitness, Tennis, Table- Tennis Cycling, Skateboarding and Parkour (Free Running).

Our competitive teams have continued to achieve success at district and county level in Rugby, Football, Basketball and Cricket.



Music/Drama/Cultural

- African Drumming
- Vocal Group
- String Ensemble
- Soul Band, Brass Band, Rock Bands
- Peripatetic Tuition
- Drama Productions
- Whole School Productions
- Oral English Competition
- Annual Poetry Week
- National Newspaper Competition
- Holocaust Memorial Day
- Multicultural Arts Day



Mosslands School Kart Racing Team

Mosslands school kart racing team has been operating in its current format for 10 years and we are currently looking to expand and recruit new drivers. The students race at national level at tracks all around the country from the Lake District to London. Students and parents service and look after the machine on the day, and therefore learn valuable skills and discipline. The school own six karts and the price of a days racing is from approximately £30. The team is run from within the technology dept and information and application forms are available on request.





Community

Mosslands Association:

Meets monthly, organises many functions

Duke of Edinburgh scheme:

Jointly with Weatherhead High School providing a wide variety of activities, and catering for bronze, silver and gold awards with over 250 members

Adult Classes GCSE's



Charity Donations

Various fund raising activities each year lead to donations of sizeable sums. In recent years the following charities have benefited.

- Arrowe Park Sick Children Fund
- Guide Dogs for the Blind
- British Heart Foundation
- British Legion (Remembrance Day)
- Beslan Disaster Fund
- Dr Barnados
- Henshaws Society for the Blind
- Claire House
- Over The Wall Gang camp
- Jeans for Genes
- St John's Hospice
- Cancer Research
- Leukaemia Research
- Ribbon of Hope
- Tear Fund (Harvest)
- Help the Aged
- Comic Relief
- Kosovo Relief Campaign
- Tsunami Aid
- Children in Need

Regular School Trips

- Ski Holiday
- Watersport Activity Holiday
- Year 7 Residential Trip to York
- Years 7, 8 and 9 - Orienteering Competitions
- Year 8 Boulogne Visits
- Year 9 Rouen Visit
- Years 9 and 10 Battlefields Tour
- Year 10 Strasbourg Study Visits
- Geography Fieldwork
- Sports Tour (Europe)
- Cheshire Show

General

- Educational Visits
- Lunchtime Library
- Quiz Teams
- Year Magazines
- Driving Lessons (Sixth Form)
- Road Safety
- Rail Safety
- Navy/Army Presentations
- Chess
- Technology Club
- School Council
- Homework Club
- Astronomy Club
- History Club
- ICT Club
- Christian Union
- Film Club





POLICIES AND PROCEDURES

Governors' Discipline Policy Statement

- In order that the school may function effectively it must be well organised, disciplined and controlled. In this situation students have no fears and can learn in an atmosphere of calm, quiet and personal confidence. In Mosslands School discipline is demanded both academically and in personal standards. Boys who are rude, fail to do homework, attempt to disrupt classes or disregard the Code of Conduct can expect to be dealt with firmly but fairly. The high expectations of students apply equally outside school and responsibility will be accepted for students' behaviour beyond the school premises.
 - Positive effort and good behaviour is encouraged and reinforced by praise, through our rewards system, by award of privileges and positions of responsibility and by the award of prizes and certificates. Regular attendance and punctuality are essential for effective education. These aspects are stressed, recognised and rewarded by the school.
 - Sanctions include impositions, subject teacher detentions for a limited time without notice, a formal Year detention supervised by the Head of Year, school detention, and for particularly serious offences, exclusion. In addition boys may be given tasks such as litter clearing or restricted to the school building at morning or lunchtime break. The school's policy is to keep parents informed of problems and to seek their co-operation and support in dealing with them.
 - The school operates a Headteachers Disciplinary Panel, where a panel of senior staff will consider sanctions, strategies for improving behaviour or in extreme cases, exclusion of students.
- Any parental concerns in relation to disciplinary procedures should initially be directed to the Head of Year and then the Headteacher. If matters remain unresolved parents have the right of appeal to the Chairman of Governors.
 - All statutory requirements relating to Disciplinary Procedures will be observed.
 - Parents will also appreciate how important the enforcement of a smart and correct uniform is in maintaining the reputation of the school. The uniform is relatively economical to buy, the essential items being a black blazer (£23/£30) with school badge (£3.50), black trousers - not denim (£10/£15), plain white, grey, or light blue shirt (£5/£8), Year tie (£3.50), Year PE shirt (£10) and plain black or brown shoes. (Prices are approximate). Ties, badges and the Year PE shirt can only be purchased from the school. The Parents Association sells games kit.

Drugs

Mosslands School is committed to the health and safety of all students and staff and acknowledges the importance of its pastoral role in the welfare of young people. The school does not accept the possession or use of any legal or illegal drug on the premises, nor the admission of any individual considered to be under the influence of drugs, unless medically prescribed.



Policy on charging for school activities

The Governing Body of Mosslands School endorses the policy of the Wirral LA with respect to charging for school activities (contained in the LA's General Schools Information booklet).

Summary of Charging Policies

- Parents will be asked to pay in cash or kind for materials which are being used in practical activities if they indicate a wish to own the finished product.
- Parents may be asked for payment towards the cost of repairing or replacing any part of the fabric of the school or any item of school property lost or damaged as a result of their child's behaviour.
- Parents will be asked to pay for examination entry fees only in the circumstances given in the LA's policy statement.
- Parents will be asked to pay for/or contribute towards the cost of all activities defined as "optional extras", i.e. those trips, visits, holidays and activities provided mainly outside school hours and which are not part of the school curriculum.
- Parents will be asked to pay the board and lodging costs of residential visits which occur in school time or fulfil requirements of public examinations or the National Curriculum (e.g. fieldwork). In these cases however the Governors' Remission Policy will apply.
- Parents will be charged for musical tuition provided by the LA's Instrumental Music Service in accordance with the LA's charging policy for such provision.

- When students travel in the school minibus (or a hired minibus if the school minibus is not available) as part of a curriculum activity, there will be no charge for the transport. When students travel in the school (or hired) minibus as part of an extra-curricular visit, a charge may be made towards the cost of petrol.

Availability of Documents

Parents are advised that on application to the school office, arrangements can be made with reasonable notice to have access to the following documents:

1. The LA arrangements for consideration of complaints about the school curriculum.
2. The LA statement of curriculum policy.
3. The LA's agreed syllabus for RE.
4. The Governing Body's Policy Statements (including Charging and Remission Policy).
5. Statutory instruments, circulars and memoranda issued by the Department for Children, Skills and Families (DCSF) relating to powers and duties.
6. Public examination and other syllabi.
7. Schemes of work currently used in school.

School Website

The Mosslands School website contains updated information and copies of many policies and procedures available for downloading.

www.mosslands.co.uk



STATISTICS

Numbers on Roll

School Roll: January 2008 = 1,392

Students with Statements of Special Need = 55

Attendance

Education provides a means of advancement for young people. Non-attendance undermines this process, leads to disrupted progress and can put children at risk.

At Mosslands we therefore see it as a key task in partnership with parents to ensure regular attendance.

Classes and individuals are rewarded for good attendance by certificates given at Awards Evening for 100% attendance.

We expect parents to meet their responsibility of securing regular school attendance and to let us know the reason for absence as soon as possible. The school will automatically contact parents if an absence remains unexplained.

Information on authorized and non-authorized absence 2007/2008

Total number of students of compulsory school age	1,187
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Total of half-day sessions missed:

Through unauthorised absence	0.7%
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Through authorised absence	6.6%
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ASSESSMENT & STATISTICS

ASSESSMENT – Key Stage 3 SATS, 2008

These tables show a summary of the National Curriculum results of pupils in the school (2008) and nationally (2007) at the end of Key Stage 3, as a percentage of those eligible for assessment.

The number of eligible children is: 245

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT 2008 and NATIONAL 2007													
		Percentage at each level											
		W	1	2	3	4	5	6	7	8	EP	D	A
English	School	0	0	1	7	27	46	17	1	0	0	0	1
	National	0	0	1	5	18	38	27	9	0	0	0	0
Mathematics	School	0	0	0	5	13	27	3	23	1	0	0	1
	National	0	0	1	5	14	23	28	21	7	0	0	0
Science	School	0	0	0	3	16	32	36	12	0	0	0	1
	National	0	0	1	5	18	34	29	12	0	0	0	1

TEST RESULTS 2008 and NATIONAL 2007												
		Percentage at each level									Pupils not entered	Pupils absent
		Below level 3/4*	3	4	5	6	7	8				
English	School	14		22	45	16	1		0	3		
	National	9		13	41	24	8		0	4		
Reading	School	19		22	47	9	0		0	3		
	National	13		13	39	23	10		0	3		
Writing	School	11		21	41	18	6		0	3		
	National	10		14	40	24	9		0	3		
Mathematics	School	0	6	11	18	28	24	7	0	4		
	National	2	6	14	20	27	21	8	0	3		
Science	School	3	4	14	28	33	13		0	4		
	National	2	5	17	32	25	15		0	3		

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

EP represents exceptional performance

* represents pupils who were not entered for the tests because they were working below level 3 in mathematics or science, or below level 4 in English; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

represents pupils working at the levels of the tests but unable to access them.



Target setting

The Governors set statutory targets for the years as follows:

	TARGET MEASURE	Governors Target
KS3	English & Maths % Level 5+	70
	Science % Level 5+	80
	English % progressed 2NC Levels	21
	Maths % progressed 2 NC Levels	60
KS4	5+ A* - C including English & Maths	45
	English % progressed 2 NC Levels	54
	Maths % progressed 2 NC Levels	28

Results/Targets for 2008/09

	TARGET MEASURE	2008 Result	2009 Target
KS3	English % Level 5+ (test)	76	77
	Maths % Level 5+ (test)	80	84
	Science % Level 5+ (test)	80	80
	ICT % Level 5+ (test)	80	80
KS4	5+ A* - C	51.23	53

Examinations

The school offers external qualifications through the examining bodies and subjects listed below. Trial examinations are held as appropriate. The result of any trial is considered together with the student's work record before entry in a particular subject. Parents need to be aware that failure to meet course work requirements will result in no entry.

Qualifications KS4

GCSE & Equivalent

- Astronomy
- Art and Design
- Art and Design Graphics
- Biology
- Business Studies
- Chemistry
- Design & Technology
- Drama
- Engineering
- Fine Art
- Food Technology
- French
- Geography
- German
- History
- Mathematics
- Music
- Physics
- RE
- Science
- Science, Additional
- Science, Applied
- Spanish
- Mathematics
- PE
- Leisure & Tourism
- English
- English Literature

Qualifications post 16

A and AS & Equivalent

A full list of A, AS, Applied A/AS, Intermediate and BTEC First Diploma are available in the Sixth Form Prospectus Booklet – available from the school office.



2007/2008 results achieved by post 16 students at the end of the second year of Sixth Form study.

A2 Level

Subject	Entries	A	B	C	D	E	U	X	A-E	
Biology	6	0	1	1	1	2	1	0	5	
Business Studies	28	3	5	9	5	5	1	0	2	7
Chemistry	1	0	1	5	3	0	1	0	9	
D&T Product Design	18	1	1	3	3	9	1	0	1	7
Drama	5	0	0	1	3	1	0	0	5	
English Language & Literature	17	0	4	6	7	0	0	0	1	7
English Literature	4	0	0	1	1	2	0	0	4	
Fine Art	4	2	1	1	0	0	0	0	4	
French	0	0	0	0	0	0	0	0	0	
General Studies	71	2	2	7	12	32	16	0	55	
Geography	15	1	3	4	3	3	1	0	1	4
German	0	0	0	0	0	0	0	0	0	
History	15	1	2	8	2	2	0	0	15	
Information Technology	24	0	1	9	8	6	0	0	24	
Mathematics Further	2	0	1	0	0	1	0	0	2	
Mathematics	1	1	3	2	3	0	2	0	9	
Music	2	0	0	2	0	0	0	0	2	
Physics	4	0	1	1	1	0	1	0	3	
Psychology	26	0	3	7	6	9	1	0	2	5
Sport/PE Studies	12	2	1	2	3	3	1	0	1	1
									%	
Totals	283	13	33	70	64	77	26	0	90.81	

AS Level

Subject	A	B	C	D	E	U	X	A-E
Biology					1			1
Chemistry					1			1
D&T Product Design					1			2
English Language & Literature		1						1
Fine Art					1			1
General Studies			1	2	16	3		22
German								
History			1					1
Information Technology								
Mathematics		2			1			3
Music								
Physics								
Psychology					2			2
Sport/PE Studies				1	1			2



AVCE Level:

Subject	Entries	A	B	C	D	E	U	X
Science (Voc)	3					3		
Leisure and Recreation								

BTEC First Diploma	No of candidates	No obtaining full qualification	%
Travel & Tourism Diploma	4	4	100
Business and Finance Diploma	10	10	100
Sport (Exercise and Fitness)	1	1	100
Health & Social Care Diploma	2	2	100
BTEC First Certificate			
Art & Design	1	1	100
City and Guilds			
Construction		LATE RESULTS	
Engineering		LATE RESULTS	
ITSST		LATE RESULTS	

Summary of all results for post 16 students at the end of second year of Sixth Form study.

This includes results at A2 and AS Levels, AVCE qualifications and Key Skills awards.

No. of students completing second year of study: 88

Average score per candidate

School 2008	264.6 (new scoring 728.04)
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Admissions to Community Comprehensive Schools

Places will be allocated at those schools for which parents have expressed preference according to the following criteria:

1. Children who are looked after by the local authority
2. Children who have a valid medical reason for a specific placement.
3. Children who have a brother or sister (including half or step brothers and sisters) from the same household at the school when places are offered
4. Children who live nearest to the school. At this stage account will be taken of reasons put forward by parents for a particular placement which may be allowed to override the geographical factor.

Further information can be found in the information document for parents issued by Wirral's Department of Education and Cultural Services.

Number of places at Mosslands	265
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Number of preferences for Mosslands	1st choice	2nd choice	3rd choice	Total in cohort
2008	131	132	92	510

Destinations of Leavers 2007-2008

As known September 2008

	Year 11		Lower Sixth		Upper Sixth	
	Nos	%	Nos	%	Nos	%
Higher Education	n/a	n/a	n/a	n/a	63	74
Further Education	41	17	5	4	n/a	n/a
Sixth Form	157	64	89	75	2	2
Career Training	14	6	9	8	0	0
Employment	7	3	4	3	2	2
Other	26	11	11	9	18	21
Total Students	245		118		85	