



# THE STONEHENGE

## SCHOOL

### Weekly Newsletter

**Issue No. 16 | 23rd January 2026**

#### **UPCOMING DATES JANUARY**

Mon 26<sup>th</sup> to Fri 30th  
Yr 10 Milestone

Tues 27th  
Harry Potter Trip

Fri 30th  
Harry Potter Trip

#### **FEBRUARY**

Mon 2<sup>nd</sup> - Thurs 5th  
Yr 11 Final Catering Exam

Fri 6<sup>th</sup>  
Yr 9 Trip to Bath University

Headtacher's message ...

A small change you'll start to see on our uniform  
Over the coming months, you'll begin to notice a  
subtle change to our school uniform as we phase  
in our updated school logo.

This was designed with staff and students and  
has already been in use across our communications.  
It will also feature throughout our new school website, which is currently  
being completed. Bringing the logo onto our uniform is the final step in  
creating a consistent, modern look for the school.

Because uniform suppliers plan well in advance for September, items with  
the new logo are already starting to appear on new stock. The change will  
be gradual and carefully phased:

- All Year 7 students starting in September 2026 will have uniform with  
the new logo
- Any replacement items needed by current pupils will feature the new  
logo
- There is no expectation for current pupils to replace uniform that is still  
in good condition

Old and new logos will therefore sit side by side for some time as we gently  
grow the new design into the school.

Students and staff were closely involved in shaping the final design, and we  
hope you'll agree that it looks smart, modern and reflects the school well.  
The photo above give a sense of how it appears on uniform.



## Well done to Year 11 - English in focus

A huge well done to our **Year 11 students** for their hard work and positive attitude during this week's **English Language Walking Talking mocks**, and for engaging so thoughtfully with this week's additional milestone practice.

These sessions are designed to build confidence, make exam expectations crystal clear, and teach explicit strategies that pupils can use under pressure. This latest practice point also gives teachers, alongside feedback from external markers, a valuable checkpoint to see the progress being made and to sharpen feedback even further.

Thank you to our English team for the time, energy and care that went into creating the resources and delivering them with such clarity and commitment, and well done again to Year 11 for rising to the challenge.

## Ending Violence Against Women and Girls

I would also like to share that I have recently joined a **Wiltshire-wide group focused on education's role in the Government's 10-year strategy to end Violence Against Women and Girls**.

My involvement reflects the strong culture we continue to build at The Stonehenge School. This includes our clear and consistent stance on not tolerating harmful “banter”, our use of **Bold Voices** training, and the strength of our **PSHE curriculum**, which supports pupils to understand respect, consent and healthy relationships.

This work, and the approach we take as a school, has been noted positively by Wiltshire County Council, and we are proud to be contributing to wider conversations about how schools can play a meaningful role in prevention and education in this important area.



## PE Lessons and Weather Conditions

We are aware of some recent discussions, particularly threads on the parent Facebook page, about pupils taking part in outdoor PE lessons during wet weather, and we wanted to take the opportunity to clarify our approach.

As a school in the UK, we expect pupils to take part in outdoor physical education in a range of weather conditions, including rain. This is standard practice nationally and ensures that pupils receive their full PE entitlement while developing resilience, teamwork and a positive attitude to physical activity.

PE staff make professional, real-time judgements about whether it is safe and appropriate to remain outdoors. Lessons are adapted or moved indoors where weather conditions present a genuine safety concern, such as very heavy rain, high winds or thunderstorms. Safety and pupil wellbeing are always the priority.

Logistically we have access to one sports hall, which we have to rent from the sports centre. This does not have capacity for half a year group at a time to take PE all together, therefore we have to utilise our outdoor PE provision.

We ask that pupils come to school prepared with appropriate PE kit for outdoor activity, including layers suitable for cooler or wetter conditions. Being wet from rain does not cause illness, and staff are mindful of lesson length and intensity when conditions are less favourable.

Where pupils have medical needs, SEND considerations or temporary injuries, reasonable adjustments are always made, and families are encouraged to contact the school directly if there are specific concerns.

Thank you, as always, for your continued support.

## 'Teens Love Bargain Hunting'

Our Year 11 student Cadi, has recently been interviewed by BBC Wiltshire about a new trend being seen in charity shops of bargain hunting teens.

Cadi, 15, initially started volunteering with Alabare's Wilton Emporium shop for her silver Duke of Edinburgh's Award but now does it in her free time too.

Alabare the homeless charity, a charity which the schools has a close affiliation with as we regularly take part in 'The Big Sleep' and have had staff take part in a tandem paracutie jump. Alabare has stores in Amesbury and Wilton, said there was an "emerging trend of young people being proud of getting a bargain and getting something second hand".

Cadi said: "I have actually bought clothes for myself [from the shop] and also gifts for my family, just because there is so much that they offer. It's great quality."

### 'Teens love bargain-hunting at our charity shops'



Retail manager Marge Goymer, left, with Cadi, a 15-year-old volunteer at a homeless charity's shop

### New Young Carers Policy

We are pleased to introduce our new **Young Carers Policy**, which sets out how The Stonehenge School supports students who may have caring responsibilities at home. A young carer is a child or young person who helps to look after a family member who has an illness, disability, mental health condition, or issues with substance misuse. This support might include practical tasks, emotional support, or caring for siblings.

We recognise that young carers can face additional pressures alongside school life, and we are committed to ensuring they feel supported, understood and able to thrive. If you think your child may be a young carer, or if your family would benefit from further support, please do get in touch with the school – we are here to help. Use the QR code to directly contact our Young Carers lead, or email [youngcarers@stonehenge.wilts.sch.uk](mailto:youngcarers@stonehenge.wilts.sch.uk).



THE STONEHENGE

SCHOOL

Presents

# Sister Act Jr

**Wednesday 11th & Thursday 12th  
February 2026, 7pm**

**Tickets Available Via ParentPay**

**Adults: £7 Children £5**

Music by  
Alan Menken

Lyrics by  
Glenn Slater

Book by  
Cheri Steinkellner  
& Bill Steinkellner

Additional Book Material  
Douglas Carter Beane

Based on the Touchstone Pictures Motion Picture "Sister Act" written by Joseph Howard  
Orchestrations by Doug Besterman Vocal and Incidental Music Arrangements by  
Michael Kosarin Dance Music Arrangements by Mark Hummel

Produced on Broadway by Whoopi Goldberg & Stage Entertainment in association  
with The Shubert Organization and Disney Theatrical Productions

Original Production Developed in Association with Peter Schneider & Michael  
Reno and Produced by Stage Entertainment World Premiere Produced by  
Pasadena Playhouse, Pasadena CA and Alliance Theatre, Atlanta GA

Sheldon Epps, Artistic Director  
Lyla White, Executive Director

Susan V. Booth, Artistic Director  
Tom Pechar, Managing Director  
Tom Ware, Producing Director

This amateur production is presented by arrangement with Music Theatre International All  
authorised performance materials are also supplied by MTI [www.mtishows.co.uk](http://www.mtishows.co.uk)



Students and staff are invited to take part in our 'Guess the Sweets in the Jar' competition to raise money for Team STEMhenge!

For just 50p per guess, or £1 for three guesses, participants can try their luck at estimating how many sweets are in the jar. Payment must be made via ParentPay by 1<sup>st</sup> February.

Once paid, guesses must be submitted in person by Friday 6<sup>th</sup> February by visiting Room 67 to view the jar and record guesses.

The closest guess will win the sweets!



Students and staff are invited to take part in our 'Racing Tournament: featuring Mario Kart 8' to raise money for Team STEMhenge!

We ask for a minimum donation of £1 to enter the tournament, but you can donate up to £5. Payment must be made via ParentPay by 1<sup>st</sup> February.

Once paid, the tournament will be organized by Miss Freemantle and those who entered will be contacted about their racing days.

Races will take part during lunchtimes in room 67.

# DUCK VENDING MACHINE

## £1 A SPIN

TO WIN EITHER TWO SMALL RESIN ANIMALS, OR ONE LARGER ANIMAL

See Miss Freemantle in room 67 at any breaktime!

To raise funds for Team STEMhenge!

## Support Team STEMhenge!

Amesbury's FIRST Tech Challenge Robot Team

We're a group of students from The Stonehenge School designing, building, and coding a robot for the 2025 FIRST Tech Challenge UK, DECODE season.

We are aiming to raise £2,000 for:

- Robot parts and electronics
- Travel to competitions
- Entry fees and event costs
- Team branding and outreach
- Repairs for the robot

[www.crowdfunder.co.uk/p/stemhenge](https://www.crowdfunder.co.uk/p/stemhenge)

Your support helps us develop our STEM skills and represent our local community on a national stage.

Every pound brings us closer to competition!

Scan the QR code to donate - it's fast, secure, and every donation makes a difference!

Thank you for helping us DECODE the future!

Team STEMhenge,  
The Stonehenge School



Under 13 girls  
cricket team  
launching at  
Winterbourne CC,  
Salisbury



Are you:

- In year 7 or 8?
- Interested in trying out cricket?

If so, Winterbourne Cricket Club are hosting a taster session Sunday 1st Feb. 2:15-3:45pm at Chafyn Grove School sports hall.

To register scan the QR code below and complete the registration form



**Cricket-Hockey.com**  
Traditional  Specialists  
established since 1999



# House Points

## Total - This Week

House	Attendance	Bonus	Homework	House Points	Library	SSC	Staff Points	Tutor Challenge	Total
Archer	100		372	4400	400		90		5362
Barrow	300		398	4862	300		210		6070
Sarum	400		387	5065	100		140		6092
Solstice	200		366	4105	200		110		4981

## Total - This Term

House	Attendance	Bonus	Homework	House Points	Library	SSC	Staff Points	Tutor Challenge	Total
Archer	300		677	11584	400	1400	360	70	14791
Barrow	900		736	12184	300	1500	550	40	16210
Sarum	1200		663	12036	100	1400	450	0	15849
Solstice	700		650	10873	200	1400	260	120	14203

## Total - This Year

House	Attendance	Bonus	Homework	House Points	Library	SSC	Staff Points	Tutor Challenge	Total
Archer	2366	5462	5903	129354	2200	3400	1488	1442	151615
Barrow	4063	5415	6056	126132	2169	3300	2507	1441	151083
Sarum	4674	7585	5703	125414	1490	3200	1852	1119	151037
Solstice	2639	4135	5468	115453	1272	3700	1645	1642	135954



# STAFF VACANCIES

Further details and an application form for all our vacancies can be found on our website via the following link - <https://www.stonehenge.wilts.sch.uk/vacancies/> Informal visits to the school are welcome; please contact the Head's PA, Debra Harker on 01980 676660 or e-mail [harkerd@stonehenge.wilts.sch.uk](mailto:harkerd@stonehenge.wilts.sch.uk) You should provide detail outlining your skills applicable to the role and reasons for applying. This should be returned to Mrs D Harker, The Headteacher's PA, The Stonehenge School, Holders Road, Amesbury, Wiltshire, SP4 7PW

## Receptionist/Administrative Assistant

Required as soon as possible  
Permanent Contract  
Wiltshire Council Pay Grade D, Points 4-6  
Actual annual salary: £20,491 - £21,145  
Working hours:  
Monday to Friday, 8.00am - 3.30pm  
35 hours per week (30-minute unpaid lunch)  
Term time only: 39 working weeks, including TD Days  
Closing date: 23<sup>rd</sup> January 2026  
Interview date: 30<sup>th</sup> January 2026

We are seeking to appoint a professional, organised, and proactive Receptionist/Administrator to join our busy administrative team at The Stonehenge School. The successful candidate will have an excellent manner, strong organisational skills, and the ability to work calmly and efficiently under pressure while meeting deadlines.

We welcome applications from individuals who thrive in a fast-paced, dynamic environment and who can demonstrate flexibility to meet the changing needs of a school setting.

### The Role

## Pastoral Manager (Maternity Cover)

Start Date: 13<sup>th</sup> April 2026  
Salary: Grade G, point 12-14 (actual salary £23,647 - 25,240 per annum). Term time only, 39 weeks p.a., including 5 TD days across the year.  
35 hours per/week: Monday - Friday 8.30am -4.00pm (30 minutes unpaid lunch)  
Contract: Maternity cover  
Closing Date: Friday 6<sup>th</sup> February 2026

To support the attendance and engagement of our Disadvantaged pupils, we are seeking to appoint a maternity cover for our Pastoral Manager in order to meet the needs of our families and students. The Pastoral Manager would also support pupils who are attending Alternative Provision, supporting them with finding places, and also completing safeguarding checks and progress reviews during their placements.

## Exam Invigilators

Scale B point 2, £12.65 per hour We require additional Exam Invigilators to work with us at The Stonehenge School. We are looking for enthusiastic and supportive individuals to work varied hours during the school day, mainly during GCSE exam periods but also covering internal and modular exams throughout the year. Must be available to work from 8.30 am to cover morning exams. Previous experience is not essential, as all training will be provided. Ideal candidates will be , reliable and flexible , have good communication skills , be confident and able to offer reassurance during exams.

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online talk by Jane Keyworth



# Supporting a Child with ADHD

Challenging the stereotypes, offering practical support and explaining more about this condition

**3rd February 10-11:30am**

**3rd March 7-8:30pm**



Book online

**[facefamilyadvice.co.uk](http://facefamilyadvice.co.uk)**

£24 or Free with a school

membership code



Dear Parents and Carers,

A new national guide has been published to help families manage children's online lives: [What I wish my parents or carers knew: A guide for parents on managing children's digital lives.](#)

Children today spend a huge amount of time online, and many parents tell us they're unsure how to keep them safe while still giving them freedom. This guide was written with children and young people themselves, who shared what really helps at home.

One strong message from them was that they want clear boundaries. When asked if they would give a smartphone to their own teenager, almost all said no - they wish they'd been protected from some online pressures for longer.

Young people also said:

**"Don't be afraid to be firm... you know best."**

The guide gives simple, practical advice on setting healthy routines, understanding risks, and having honest conversations.

We encourage all parents to take a look. It's a quick, helpful read and reflects what children today say they need from adults.

If you have any concerns about your child's online safety, please contact us - we are here to help.

ARTIFICIAL INTELLIGENCE (AI)

## What children think

- They feel that AI is now a normal, almost inevitable, part of life. Most children use AI tools for fun and often find the content funny. Others dislike AI's impact on their schoolwork or personal lives but feel unable to avoid it. They've noticed AI is now embedded in many parts of life, including homework and information searching.
- They mostly seem relaxed about AI tools, but there were some notable exceptions. One child called Sora "dangerous", and others shared the view that the common use of AI tools to complete homework is unfair, because they feel AI generated content is valued more by teachers than work they do themselves.
- For some children, ChatGPT might have overtaken Google as their main method of searching for information. Additionally, they are able to name numerous other AI tools that they use, including OpenAI's Sora, Google's Gemini and Meta's Llama. However, they are not able to explain how these tools work.
- They are critical of the content they see online, knowing and understanding that some of it is likely to be AI-generated. Some mentioned that platforms often provided helpful labels which mark content as AI-generated, and others said that some AI image-generated images have a watermark of the AI company name on it. Children appreciate these transparency tools and find them informative. Many said they feel able to spot an AI image when they see one.
- They feel that you can be tricked by AI tools. Even though many children felt able to spot an AI image themselves, some felt the same could not be said for their parents or carers. Children feel that they know more about AI than you do, and some children feel actively concerned that their parents or carers are "gullible" and at high risk of being tricked by AI tools.





The **Springfields** Academy



# THE SPRINGBOARD SERIES

**Helping families move forward  
with knowledge and confidence**

## **Supporting Your Child with Relationships and Sex Education with Alice Hoyle**

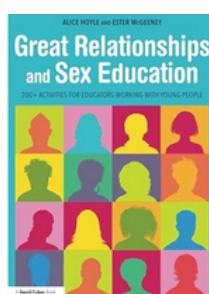
**A free webinar for parents, families  
and carers**

**Wednesday 28th January, 10am-  
11.30am**



Talking about sex and relationships can feel uncomfortable, especially when supporting a neurodivergent teenager. Many parents worry about when to start, what to say, or how to keep their child safe while still supporting their developing independence. This session will explore how to talk openly and positively about healthy intimate relationships, consent, boundaries, and bodies. We'll look at why this topic is essential, and the key messages your child needs to learn, including using the body-based "comfort, stretch, panic" model to support interoception and personal safety and a simple ethical framework for relationships. You'll gain reassurance, confidence, and practical tools to help you navigate these conversations at home.

Alice Hoyle ([www.senseandconnect.co.uk](http://www.senseandconnect.co.uk)) is an author and Education Consultant specialising in all aspects of Relationships, Sex, & Health Education (RSHE) and Sensory Wellbeing. She is AuADHD as are 2/3 of her daughters so she has lived experience of supporting this kind of work in her own family, as well as over two decades of experience of working with teenagers, children, parents and practitioners in this area.



**Book your place via [Goodhub](#), scan the QR code or email  
[community@springfieldsacademy.org](mailto:community@springfieldsacademy.org)**





## FEBRUARY 2026 Timetable

All sessions delivered live online via zoom. 90 minutes long

**£24 each or FREE with School Membership**

Book online at [facefamilyadvice.co.uk](http://facefamilyadvice.co.uk)

Recordings available for 48 hours (excluding Free Talk)

Autism - Improving Communication	2 Feb 10am
Improving Family Communication	2 Feb 7pm
Supporting A Child with ADHD	3 Feb 10am
Understanding Addictive Behaviour	3 Feb 7pm
Anxiety Based School Avoidance	9 Feb 10am
Anxiety Explained	16 Feb 10am
Cannabis and Ketamine Awareness	16 Feb 7pm
What is ACT?	17 Feb 10am
Introduction to OCD	17 Feb 7pm
<b>FREE - Reducing the Harm from Screens</b>	19 Feb 7-8pm
Understanding the Teenage Brain	23 Feb 10am
Raising Self-Esteem	23 Feb 7pm
Decreasing Depression	24 Feb 10am
Supporting Healthy Sleep	24 Feb 7pm
Understanding Anger	9 Mar 7pm
Facing Defiance	10 Mar 7pm

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