



THE STONEHENGE

SCHOOL

Weekly Newsletter

Issue No. 17 | 30th January 2026

UPCOMING DATES JANUARY

Fri 30th
Harry Potter Trip

FEBRUARY

Mon 2nd - Thurs 5th
Yr 11 Final Catering Exam

Fri 6th
Yr 9 Trip to Bath University

Sat 7th
Sister Act Jr Rehearsal

Wed 11th
Sister Act Jr Performance

Thurs 12th
Sister Act Jr Performance

Thurs 12th - Sun 15th
Iceland Trip

Fri 13th
END OF TERM

Mon 16th - Fri 20th
HALF TERM

Mon 23rd
ALL STUDENTS RETURN
WEEK 1

Mon 23rd
Yr 7 Hawk Conservancy Trip

Message from the Headteacher

I would like to share a brief reminder about our approach to mobile phones at The Stonehenge School, and to thank you for your continued support in helping us maintain a calm, safe and focused learning environment. There is quite rightly a large amount of discussion relating to children and mobile phones and the Department of Education has outlined that they intend a further tightening of the expectations relating to phones in schools.

Our approach to mobile phones

As set out clearly in our Behaviour Policy, The Stonehenge School is a **mobile phone-free site for students during the school day**. This means that:

- Students should not use mobile phones anywhere on site during the school day
- If a phone is seen being used, it will be **confiscated**
- Confiscated phones are **returned to parents/carers**, not to students
- Mobile phones must never be used to take photographs, videos or other recordings of staff or students
-

These expectations apply to all students and are in place to protect learning time, reduce distractions, and support safeguarding.

Why this matters

Our approach reflects both our own experience as a school and the wider national picture. Ofsted has recently confirmed that inspectors will be taking a closer look at how schools set and apply their mobile phone policies, particularly where these support:

- positive behaviour and focus in lessons
- pupil wellbeing
- prevention of bullying and online harm

For us, this is not about punishment, but about creating an environment where students can concentrate, feel safe, and engage fully with school life.

How we work together

We are very grateful for the way the vast majority of families already support this expectation. We ask that parents and carers continue to:

- remind students that phones should not be used during the school day
- avoid contacting students directly on their phones during school hours
- encourage students to speak to a member of staff if they are worried or unwell
-

When expectations are clear and consistently reinforced between home and school, students are far more likely to get it right.

Thank you, as always, for your support and partnership.



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

Revision Unlocked

What is interleaving?

Interleaving is a revision strategy where students **mix topics and task types**, rather than revising one topic repeatedly in isolation.

For example, a student might revise:

- Topic A (notes)
- Topic B (diagram)
- Topic C (exam questions)

...all within one session.



Why are we promoting interleaving?

Research consistently shows that students learn more effectively when they:

- Revisit topics over time
- Use **different formats** (reading, writing, visuals, exam practice)
- Are required to **select and apply knowledge**, not just repeat it

This approach strengthens memory and understanding and better reflects the demands of GCSE exams, where questions are interleaved by topic rather than grouped.

How parents can support at home.

You can help by:

- Encouraging your child to **mix subjects or topics** in a revision session
- Asking how they revised, not just how long
- Supporting shorter, focused sessions that include:
- Explaining ideas out loud
- Creating summaries or diagrams
- Practising exam questions

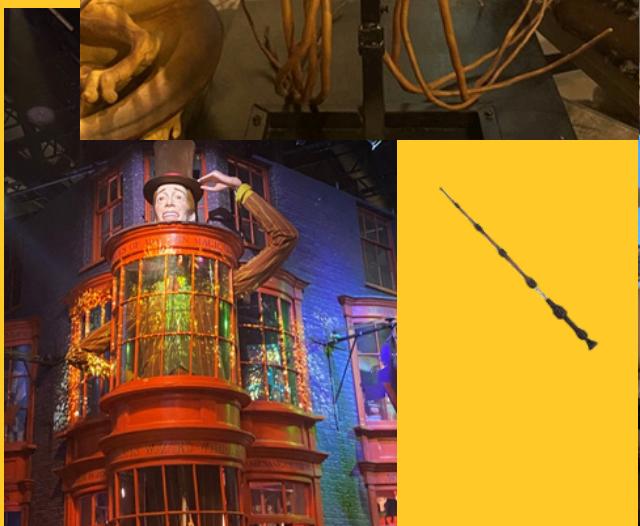
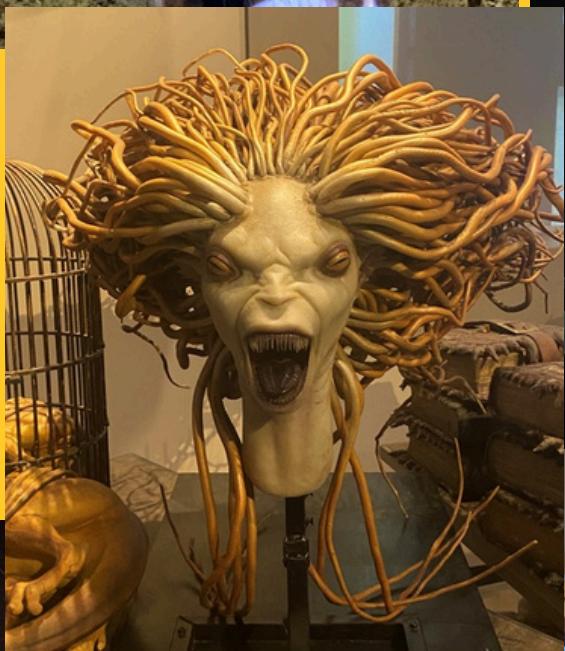
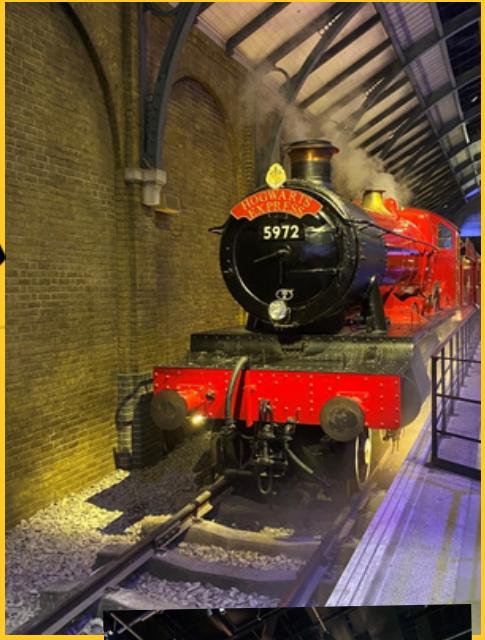
If revision feels challenging, reassure them that this is a **sign of effective learning**, not a problem.





WB
WARNER BROS.
STUDIO TOUR
LONDON

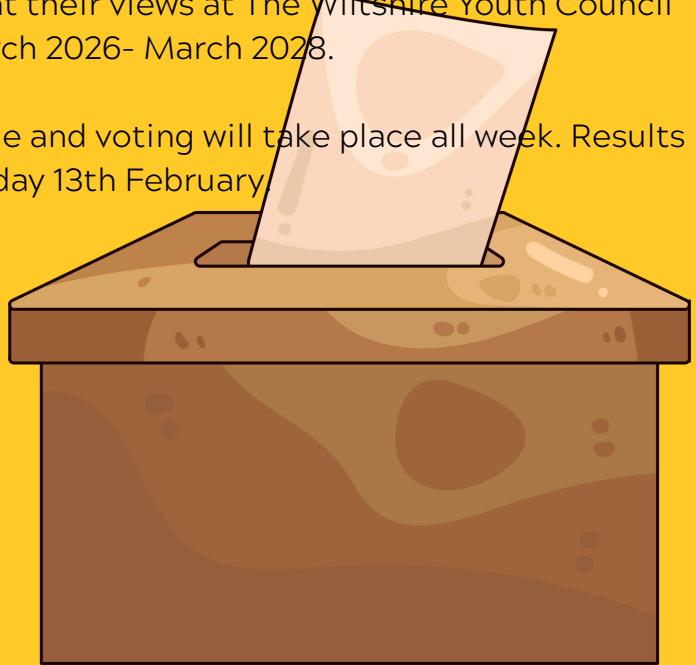
THE MAKING OF Harry Potter





From Monday 2nd February to Friday 6th February, students will be voting for which Stonehenge School Parliamentarians will represent their views at The Wiltshire Youth Council for a two year term from March 2026- March 2028.

Students will receive more information in tutor time and voting will take place all week. Results will be announced on Friday 13th February



Stay in the loop and follow us on social media.

Did you know the easiest way to keep up to date with what's happening at school is through our social media pages? We regularly share news, reminders, celebrations, trips, events and snapshots of school life, so you don't miss a thing. Please take a moment to like and follow us – it's a great way to see what our students are getting up to and to stay informed between newsletters. Links below. Thank you for your continued support!





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 1st February.

Once paid, guesses must be submitted in person by Friday 6th 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 1st 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

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



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 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

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.

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

£24 or Free with aschool

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.





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

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
FREE - Reducing the Harm from Screens	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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You shop, brands donate to us. It won't cost you any extra!



 easyfundraising

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1 Visit www.easyfundraising.org.uk

2 Sign up and search for us

3 Your favourite brands donate to us whenever you shop with them

Shop with 8,000+ brands including:

Booking.com

ebay

M&S

GROUPON



TUI

JOHN
LEWIS



Viking

asos



Uber Eats