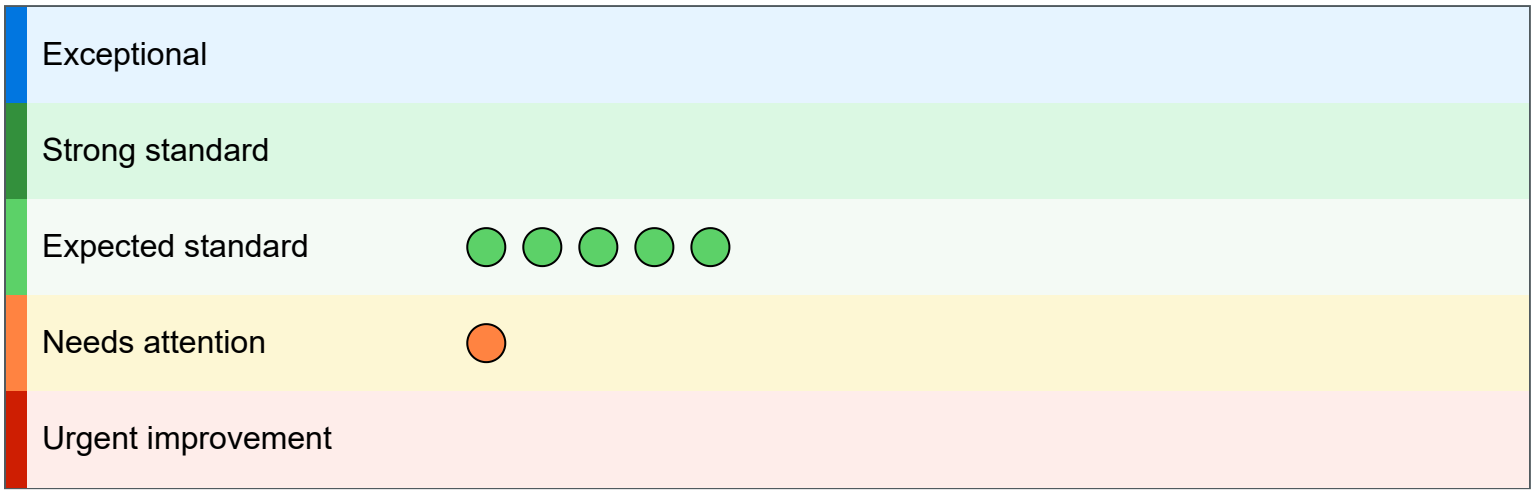
The Stonehenge School

Address: Holders Road, Amesbury, Wiltshire, SP4 7PW

Unique reference number (URN): 126458

Inspection report: 13 October 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard

Most pupils, including those with special educational needs and/or disabilities (SEND), attend school regularly. This is reflected by overall rates of absence and persistent absence, which are consistent with national averages. While disadvantaged pupils do not attend as well as their peers nationally, their attendance has risen over time. This is the result of leaders' effective actions. Leaders track pupils' absence precisely, therefore quickly identifying trends or patterns. They work closely with families to encourage higher attendance. For example, leaders identified that some older pupils do not attend well enough. They have provided effective additional support to reduce these pupils' absence.

Pupils conduct themselves well around the school and in lessons. They are courteous and respectful of staff and each other. Pupils are generally well motivated to learn. They do so without disruption from others. Bullying is rare. Staff take quick and effective action to resolve any incidents. Consequently, pupils know that any form of discrimination or abuse is not tolerated. Leaders put in place effective support for pupils who need to improve their behaviour, including those with SEND. The impact of this work is reflected by lower rates of suspension when compared to national averages.

Curriculum and teaching

Expected standard

Leaders have a precise understanding of the quality of curriculum and teaching. They have taken quick and effective steps to improve the planning and implementation of the curriculum. For example, learning is now sequenced carefully so that pupils build on what they already know and can do.

Leaders have successfully strengthened teachers' subject expertise. As a result, teachers present new information clearly and check pupils' understanding. Leaders use assessment well to identify gaps in pupils' knowledge and skills. Teachers take effective action to remedy these gaps.

Leaders identify pupils who need additional support to improve their reading skills. They follow a well-designed phonics programme. This builds pupils' reading accuracy, fluency and confidence. Pupils who need to strengthen their knowledge of number, or their handwriting, receive effective extra teaching.

Staff typically make suitable adaptations for pupils with special educational needs and/or disabilities. Teaching is generally combined well with effective academic support and reasonable adjustments when needed.

The impact of leaders' improvements to teaching is evident in the improved quality of pupils' work and examination performance in some subjects. It is currently not fully reflected by published outcomes at the end of key stage 4.

Inclusion

Expected standard

The school has a high number of pupils with special educational needs and/or disabilities (SEND). Leaders have high expectations for these pupils. Staff receive useful training and, on the whole, implement support strategies well. This is underpinned by leaders' accurate identification and assessment of pupils' needs. Consequently, pupils with SEND generally thrive.

Leaders make effective use of pupil premium funding. A significant proportion of pupils are service children. Staff know these pupils well and provide additional pastoral support, such as when their parents are deployed overseas. Through carefully planned spending, leaders have started raising the attendance of disadvantaged pupils and their participation in wider opportunities. Typically, support for these pupils has a positive impact on their academic performance.

The needs of pupils known (or previously known) to social care are well understood by leaders. Leaders collaborate with families and external agencies, such as the virtual school. They plan support carefully together. As a result, these pupils feel a sense of belonging. Their needs are met well.

The school uses alternative provision effectively to complement education in school. Leaders assure themselves that pupils are safe and cared for in these provisions.

Leadership and governance

Expected standard

Leaders have an accurate understanding of the school's strengths and areas for development. They have prioritised the right improvements, such as strengthening the curriculum and quality of teaching. An effective professional learning programme continues to enhance teachers' expertise, including those newest to teaching. Leaders monitor teaching closely and act quickly to drive further improvement.

Leaders take decisions in the best interests of pupils. For example, they have raised expectations of pupils' attendance and conduct. Through well-conceived strategies, leaders have reduced absence and improved behaviour. They have strengthened inclusive practices, so staff typically meet the needs of the many pupils with special educational needs and/or disabilities. As a result, pupils who face additional challenges such as these feel a sense of belonging.

Governors understand the context of the school. They ensure that the school fulfils its statutory duties. They maintain appropriate oversight of resources, including digital technologies. Leaders provide governors with useful information to help them evaluate the school's effectiveness. By providing challenge and support to leaders, governors hold leaders to account. In most areas of its work, governors have a clear understanding of the school's strengths and next steps for improvement.

Staff feel well supported by leaders. They value the ongoing professional development that they receive. Leaders ensure that they manage staff workload and promote staff wellbeing.

Leaders and governors build constructive relationships with parents and the wider community. Parents generally speak positively of the school and the support that their children receive.

Personal development and wellbeing

Expected standard

Pupils receive effective careers education. Older pupils understand their options when they leave the school, including academic and technical routes. Pupils learn about a wide range of employment types. They participate in suitable work experience. Overall, pupils are well prepared to make informed choices about their futures.

Leaders ensure that pupils learn about fundamental British values. For example, pupils understand the importance of celebrating difference and respecting others. They know that characteristics, such as race and religion, are protected in law. There are many opportunities for pupils to learn about democracy. Through the school's council and parliamentary processes, pupils have a chance to vote. They learn how to listen to, and represent, others' views. Pupils chosen as leaders, such as cabinet members, take their responsibilities seriously. They make a positive contribution to the school community.

Pupils follow a suitable personal, social and health education (PSHE) programme. Leaders make adaptations in response to local and national developments. For instance, pupils learned about water safety prior to the summer holidays. Pupils have opportunities to discuss and debate ideas, such as the benefits and risks of new technology. They learn how to keep themselves safe online and about the features of healthy relationships. While leaders ensure that the PSHE programme is appropriate, it is sometimes not implemented as well as leaders intend. This occasionally hinders some pupils' depth of understanding.

Pupils benefit from a range of extra-curricular opportunities. Leaders have increased the breadth of this offer over time. They tailor it to pupils' talents and interests. Pupils enjoy sports, such as netball and rugby, and artistic performances like musical drama. Leaders track pupils' participation in these opportunities. This helps staff to identify ways to increase pupils' involvement.

Needs attention

Achievement

Needs attention

While achievement is rising, it is not as good as it needs to be over time. In some subjects, pupils achieve well, such as in humanities and arts. Disadvantaged pupils perform similarly to their peers nationally in GCSE examinations. However, pupils' achievement in some subjects is inconsistent. For example, published outcomes in English are typically below national averages. As a result, some pupils are not as well prepared for their next steps as they should be.

Leaders have made improvements to raise achievement. This is reflected in improving standards of pupils' work and their responses. Pupils who start the school with gaps in their basic skills secure the foundations they need for learning across the curriculum. Pupils with

special educational needs and/or disabilities generally develop their knowledge and independence well.

Leaders' actions have had a positive impact, but it is too early to determine the full extent of their improvements.

What it's like to be a pupil at this school

Pupils, including the high proportion of service children, are proud to attend the school. They form warm relationships with staff and each other. Pupils enjoy trips locally and abroad. These visits support their subject learning and develop their wider skills and confidence. For example, pupils visit a French restaurant and participate in outdoor activities, such as caving. Pupils benefit from the broader experiences on offer. Extra-curricular activities include concert performances, science workshops and the Duke of Edinburgh's Award. Pupils have leadership opportunities, such as cabinet members for the school parliament. These build their teamwork and sense of responsibility.

Pupils behave well. The school has high expectations of their conduct. Pupils are polite and take care of the school environment. Disruption in lessons is uncommon, meaning that pupils can focus on their learning. Pupils are generally keen to succeed. They cooperate well. Bullying is infrequent. Staff deal with any incidents of unkindness or abuse quickly. The majority of pupils attend school regularly. Absence rates are in line with the national average for most pupils, including the high number of pupils with special educational needs and/or disabilities (SEND). The school makes sure that pupils feel safe and have trusted adults.

Pupils generally enjoy gaining new knowledge and skills. Disadvantaged pupils usually achieve in line with their peers nationally at the end of key stage 4. However, pupils' GCSE examination performance overall is not as good as it needs to be. This hinders how well some pupils are prepared for their next steps in education. Improvements to teaching mean that pupils are achieving increasingly well. For example, published outcomes in mathematics are typically in line with the national average. Pupils with additional needs, such as those with SEND, generally progress well through the curriculum and build their independence.

Next steps

- Leaders should continue to raise achievement so that pupils are consistently well prepared for their next steps.
- Leaders should fully embed strategies that enhance the experiences and opportunities of pupils who face barriers to their learning and/or wellbeing.

About this inspection

The chair of the board of governors in this school is Kelly Godwin.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with pupils, leaders, staff and governors during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Inspectors confirmed the following information about the school:

The school currently uses 12 alternative providers, including 10 which are unregistered.

Headteacher: Carole Dean

Lead inspector:
James Oldham, His Majesty's Inspector

Team inspectors:
Simon Brown, Ofsted Inspector
Steve Smith, Ofsted Inspector
Mike Foley, Ofsted Inspector
Helen Casson, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 13 October 2026

School and pupil context

Total pupils

1,072
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,063

School capacity

940
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

17.44%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 30.4%

Pupils with an education, health and care (EHC) plan

5.04%
Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.53%

Pupils with special educational needs (SEN) support

19.03%
Above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 14.0%

Location deprivation

Below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	26.1%	45.4%	Below
2023/24 (final)	27.5%	45.9%	Below
2022/23 (final)	26.7%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	37.4	46.1	Below
2023/24 (final)	40.3	45.9	Below
2022/23 (final)	41.4	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.42	-0.03	Below
2022/23 (final)	0.00	-0.03	Close to average
2021/22 (final)	-0.38	-0.03	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	17.6%	25.8%	Close to average
2023/24 (final)	18.8%	25.8%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	25.0%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	27.6	34.9	Below
2023/24 (final)	37.4	34.6	Close to average
2022/23 (final)	36.3	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.64	-0.57	Close to average
2022/23 (final)	-0.23	-0.57	Above
2021/22 (final)	-0.68	-0.55	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	17.6%	53.1%	-35.5 pp
2023/24 (final)	18.8%	53.1%	-34.4 pp
2022/23 (final)	25.0%	52.4%	-27.4 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	27.6	50.4	-22.8
2023/24 (final)	37.4	50.0	-12.6
2022/23 (final)	36.3	50.3	-14.0

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.64	0.16	-0.80
2022/23 (final)	-0.23	0.17	-0.39
2021/22 (final)	-0.68	0.15	-0.83

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	92%	92%	Average
2022 leavers (revised)	92%	93%	Average
2021 leavers (revised)	93%	94%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	7.7%	7.8%	Close to average
2024/25 (3 term)	9.2%	8.4%	Close to average
2023/24 (3 term)	9.6%	8.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	20.8%	21.5%	Close to average
2024/25 (3 term)	23.7%	23.4%	Close to average

Year	This school	National average	Compared with national average
2023/24 (3 term)	27.7%	25.6%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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