



SOUNDWELL ACADEMY

INCLUDE · RESPECT · NURTURE · PROMOTE · INNOVATE



Soundwell Academy Newsletter 2025/2026 - Term 2



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Midsomer Norton
Schools Partnership

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Ofsted

Good
Provider

Term Dates & Inset Days

2025–26

Soundwell Academy Term Dates 2025 to 2026

Term 1: Mon 1st Sept 2025 to Fri 24th Oct 2025

Term 2: Mon 3rd Nov 2025 to Fri 19th Dec 2025

Term 3: Mon 5th Jan 2026 to Fri 13th Feb 2026

Term 4: Mon 23rd Feb 2026 to Thurs 2nd Apr 2026

Term 5: Mon 20th Apr 2026 to Fri 22nd May 2026

Term 6: Mon 1st Jun 2026 to Tues 21st Jul 2026



Inset Days 24-25

- Mon 1st September 2025
- Tues 2nd September 2025
- Fri 24th October 2025
- Mon 5th January 2026
- Thurs 2nd April 2026
- Fri 26th June 2026
- Monday 20th July 2026
- Tues 21st July 2026



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HEADTEACHER'S MESSAGE



Dear Parents, Carers, and Students,

As we come to the end of Term 2, I would like to thank all our pupils, staff and families for their hard work, support and commitment over the past weeks. It has been a busy and productive term, and it has been wonderful to see the children's enthusiasm for learning and the many achievements celebrated across the school.

I am incredibly proud of our pupils for the kindness, resilience and determination they show every day. I would also like to thank our staff for their dedication, and our families for their continued partnership and support.

As we head into the holiday break, I wish you all a restful and happy time together. We look forward to welcoming everyone back refreshed and ready for the new term. See you all back on Tuesday 6th January 2025. Happy New Year when it arrives!

Warm regards,
Craig Abbs
Headteacher
Soundwell Academy





HEADTEACHER'S AUTUMN AWARDS



★ 2AB - Riley
★ 2LC - Noah
★ 2MD - Teddy
★ 3ABA - Mikey
★ 3CB - Naomi
★ 3CM - Ezra
★ 3JB - Meya
★ 3NA - Jacob

★ 3SB - Dexter
★ 3SH - Femi
★ 4AS - Emrys
★ 4BD - Mia
★ 4CL - Faris
★ 4CN - Jo
★ 4DR - Theo
★ 4RF - Riley



*Keep Up the
Good Work!*



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SAFEGUARDING SPOTLIGHT: PARENTAL CONTROLS



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What are parental controls?

Parental controls allow you to block and filter upsetting or inappropriate content. They work across your WiFi, phone network, individual apps and devices.

Parental controls can help you to:

- plan what time of day your child can go online and how long for.
- create content filters to block apps that may have inappropriate content.
- manage the content different family members can see.

Setting up parental controls on:

Home broadband and WiFi



Games consoles



Mobiles, tablets and computers



Apps and online services



Search engines



WiFi and being away from home



The limits of parental controls:



Whilst parental controls are a helpful tool there are limitations. So they shouldn't be seen as a whole solution. Even if you've put things in place on your home broadband and your child's device, they won't help if your child connects to a different WiFi with no controls in place.

Parental controls are just part of the way you can help keep your child safe online.

More top tips include:

- Talking to your child. Explain why you are setting parental controls; to keep them safe. But also let them know that they can talk to you to discuss why certain settings are in place.
- Set good, strong passwords where you are able. On some parental controls you can set a password which prevents settings and features from being changed.
- Age is a significant factor; as children get older, restrictions and controls you use will change, but only at a pace that is appropriate for your child, not pressure from your child "because everyone else is allowed".
- Content filters are never 100% effective, it is likely at some point that your child will see inappropriate or upsetting content and it is important that you are able to talk to them about this.

Guide to sharenting

Tips for sharing children's milestones safely

If you're proud of your child, you might want to show off their accomplishments online. Unfortunately, this can put them at risk. See what you can do to share safely.



Keep profiles private

If you're sharing photos, videos or stories of your child on social media, make sure your profiles are private so that strangers cannot access this content.



Check your followers

Make sure you're happy for every single one of your followers to see content featuring your child. If there is anyone you don't recognise or know well, remove them. Avoid adding new people you don't know.

Curate your profile

Even if you have a private profile, some elements like your profile picture, bio and links are still public. Make sure no public-facing content features your child or personal details like their school, your address or individual's names.



Talk to other parents

If you want to share something which features children other than your own, make sure you get permission from those parents first. This might include birthday parties or school trips. Blur out any faces of kids who you don't get permission to include or avoid posting altogether.

Consider digital footprints

Every photo, video or story you share of your child feeds into their digital footprint. Carefully consider whether they'd be happy for the world to see the moments you're sharing with others and seek permission before posting.



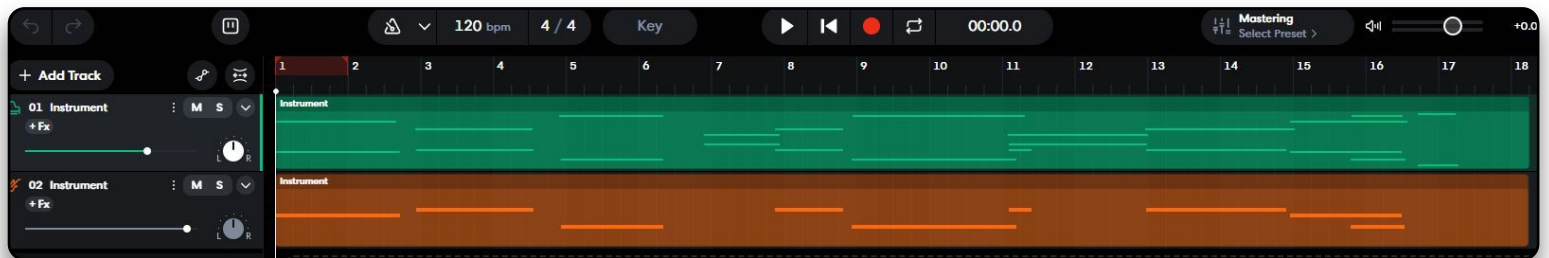


WELLBEING WEDNESDAY: MUSIC



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As musicians, we have had the chance to play the drums, guitar and keyboards. We have also worked on our digital music production skills and produced our own songs with drum beats and melodies on Bandlab. We have worked toward an AQA qualification and compared different genres from classical to K-Pop to rock and roll. They have been resilient in their use of the instruments and software, and also discovered some different music they enjoyed.





3CB + TRIP HIGHLIGHTS: GURDWARA WITH 3NA



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As part of our learning about different communities and cultures, 3CB and 3NA visited a Gurdwara, a Sikh temple. They taught us about their beliefs and practices and shared important values with us, such as helping those in our communities who are less fortunate, and treating everybody equally. 3CB has been working hard on our descriptive writing, using adjectives and similes as well as building our stamina for longer pieces of writing. In Maths, pupils have worked hard on becoming more independent, using meta cognitive strategies to remember what they need to do to achieve more independence.



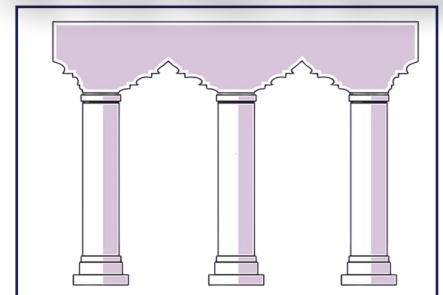
Sikh Symbol: The Khanda



"The true hero is the one who struggles for the poor and the helpless."

Bhagat Kabir – Indian poet and saint

The Three Pillars of Sikhism



The Three Pillars of Sikhism are duties which all Sikhs must carry out. They were formalised by Guru Nanak, and can be summed up in three words: pray, work, give. Click on the picture below to find out more.



Land Studies Group Trip Highlights

Our recent Land Studies group trips offered a unique opportunity for hands-on learning and exploration in diverse agricultural and animal care settings.

Wiltshire College - Tractor Simulator and Course Options

The first trip was to Wiltshire College. The tractor simulator session was a highlight, offering us the chance to "drive" a tractor virtually, learning about the controls and how they are used in the field. The experience was both fun and educational, providing valuable insights into the practical aspects of modern farming.

In addition to the simulator, we were given an overview of the wide range of courses on offer at the college, from animal care to agricultural machinery operation. It was inspiring to see how many opportunities are available for those wanting to pursue a career in land studies and agriculture.



Bath Cheese Factory - A Taste of Tradition



Next, we visited the famous Bath Cheese Factory, where we learned about the traditional methods behind some of the finest cheeses in the region. The highlight of the visit was getting up close to the cows that provide the milk for these delicious products. The staff at the factory shared their expertise on the cheese-making process, and we were even able to sample a selection of their cheeses.

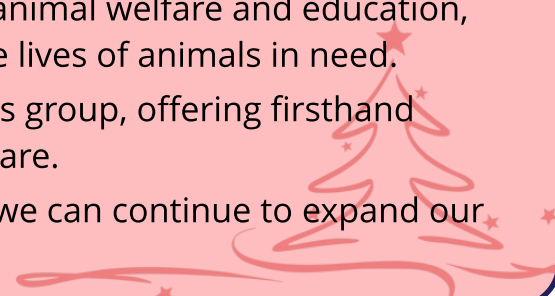
The Donkey Sanctuary - Compassion in Action

Our final stop this term was the Donkey Sanctuary, where we learned about the incredible work done to rescue, care for, and rehabilitate donkeys. The sanctuary's mission is to provide a safe haven for donkeys in need, and their team works tirelessly to ensure these animals are well cared for and rehomed when possible.

During our visit, we had the chance to interact with some of the donkeys and hear their stories. The sanctuary also highlighted their commitment to animal welfare and education, offering a model of how we can all contribute to bettering the lives of animals in need.

These trips were an enriching experience for our Land Studies group, offering firsthand exposure to a variety of fields within agriculture and animal care.

We look forward to our trip to Horseworld in January, where we can continue to expand our knowledge and connect with the world of animal care.

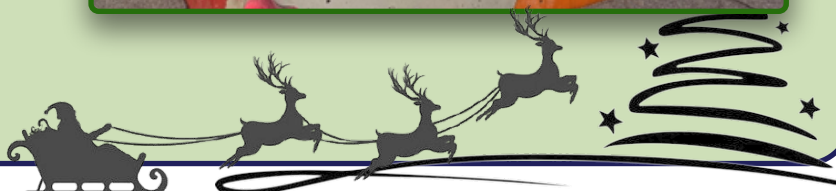


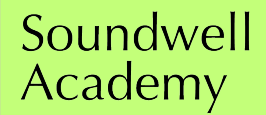


3JB have been fixing and riding bikes this term!

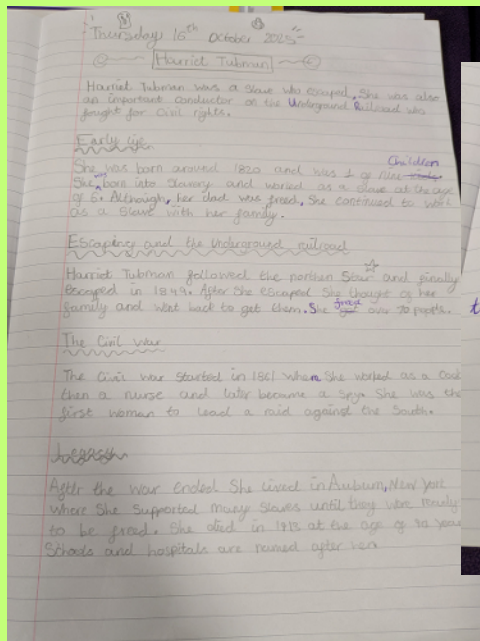


Some of 3JB have been participating in climbing this term and have conquered fears of climbing on top of the boulder! 3JB have been very respectful out in the community.





Noah's Ark
ZOO
FARM



- ② When they arrived in Iceland they saw picturesque, fjords and volcanoes. They met a local guide who arranged a guide. They packed a rifle, food, thermoses, and food for the dangerous journey.
- * When they arrived in Iceland they saw picturesque fjords, ~~the~~ and volcanoes.
- * When they arrived in Iceland they saw picturesque fjords, and volcanoes.





In 3CM we have been up to lots of exciting new things this term.

In English we have looked at a new book called The ever-changing earth. It is about two friends which live on opposite sides of the world. We have learnt lots of exciting facts about the world and places within it. We are building our writing skills through making our own travel brochures after lots of research on Iceland.

In Maths, we have all been working on developing our problem solving skills. Trying to solidify our knowledge and learning to explain how we got to those answers.

In Topic, we have been looking at Geography this term. Learning our continents, oceans, man made and physical features as well as looking at effects humans have on our planet.

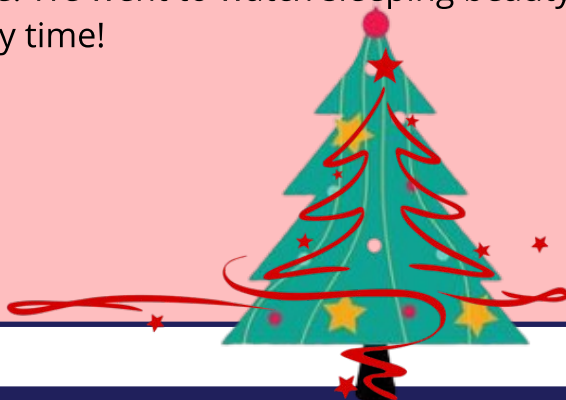
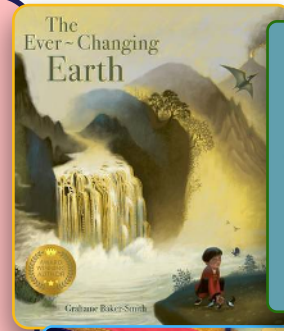
In science we have been investigating sound. We have looked at many different sounds and explored the affects the pitch and volume have on the sounds we hear.

In PSHE we have been looking at friendships. We have built knowledge on how to build healthy friendships and what we each want and need from a friend.

In food tech, we have been working on our knife skills. We have practised the bridge method when chopping our fruit and vegetables.

In life skills, we have been learning how to use laptops accurately. Aswell as built the Christmas tree together as a team!

Finally, this term we had a very exciting trip to the pantomime. We went to watch sleeping beauty and we all had a lovely time!





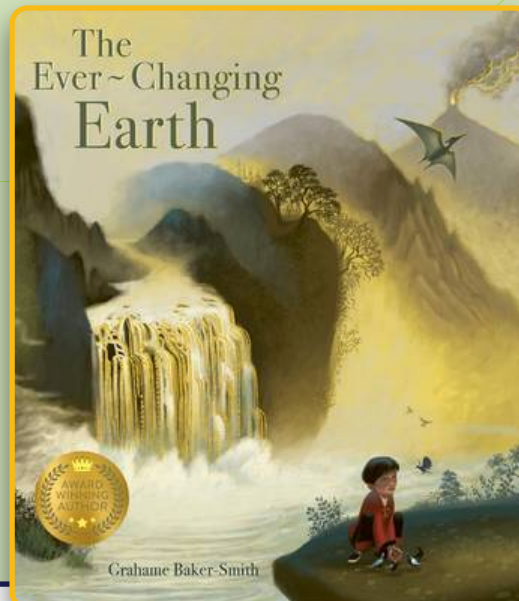
3AB have had a great long term and settled really well into Soundwell life!

We have covered two fantastic books, The Barnabus Project and The Ever-Changing Earth across the two terms and the students have really pushed themselves to upskill their writing.

We even created our own failed projects in Term 1 with descriptors and instructions to look after.

We have some eager mathematicians within the class and have covered most of number including: Place Value, Addition and Subtraction and Multiplication and Division - any opportunities to practice these skills at home are valuable (totalling up shopping, paying for items etc).

A huge well done to all 3AB students as it is not easy starting a new school and they have all settled so quickly and show great Ready, Safe and Respectful behaviours. An even bigger congratulations to Riley for winning the student of the term. I hope you all have a restful winter break and excited for what Term 3 brings!





4RF



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This term in 4RF, we've spent a lot of time bonding as a team, getting to know each other and working hard in each of our chosen subjects. A particular highlight for me this term has been cooking. We have made some lovely dishes together. Our particular favourite was the flatbreads as students had to come up with their own recipes, go shopping for the ingredients and then cook them independently.

Also this term, students have got involved with their option subjects. There is such a variety of subjects, it has been lovely to hear about them. There has been lots of fun had at the farm, many day trips and walks for land studies, doing various arts under the title of natural forms and students in Digital Media are learning to use a DSLR camera.

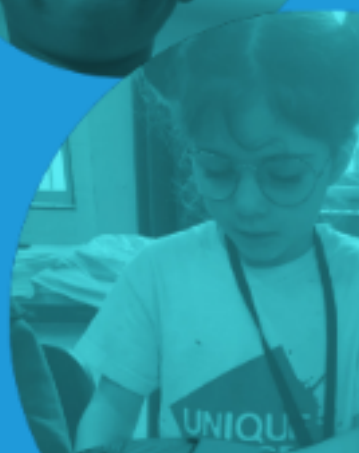
Finally we have been very proud with how the class has adapted and engaged with their English and Maths lessons. Students particularly enjoyed a unit on crime and A Christmas Carol and learning to understand money and the time.



SEND Stay & Play

UNIQUE
VOICE

We are delighted to be able to offer relaxed Stay & Play sessions in the Winter holidays for children with Special Educational Needs & Disabilities (SEND) and their families (priority will be given to those in receipt of Benefits Related Free School Meals).



What to Expect:



Arts & Crafts



Drama & Storytelling



Food Activities



Support / Signposting

SCAN ME



TO REGISTER
YOUR PLACE

[OR CLICK TO REGISTER](#)

"My son really enjoyed attending the sessions today. He was able to take part in activities that would otherwise be difficult to attend. He was able to feel safe and express himself in an environment that was understanding of his needs."

Free*
Entry

Tuesday 23rd December
9.30 AM - 1.30 PM

Christ Church Parish Hall, BS16 5SG

[CLICK HERE TO VIEW THE SPACE](#)

*Funded by:



ATTENDANCE



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Illness and reporting absence

Sometimes a child will wake up in the morning saying that they feel unwell. Whilst we do encourage children to come to school even if they 'feel a little unwell' we do not want any child who is genuinely ill to come to school. Always try and send your child to school if they are a little 'under the weather', for example, with a runny nose, headache, tummy-ache. The school will always contact you if your child is unwell, which is why it is vitally important that we have your correct contact details.

If your child is genuinely ill then they will need to remain at home. Please contact the school office or leave a message on our answer-phone service before 8:45am with a reason for the absence - specific details are required – 0117 4280505.



If you are unable to call then you can report an absence with details of the reason using this email address:

attendance@soundwellacademy.org.uk

If you are unsure as to whether your child can attend school please contact your doctor, speak to the school office or access this link for advice.

[Is my child too ill for school?](#)

Absence calls must be made to the school EACH day that your child is absent.



**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

Useful contacts: Follow links or ring numbers below for support

[Young Minds: supporting children and young people's mental health](#)

[Mind: adult mental health support and information](#)

[Refuge: domestic abuse support](#)

[Saneline: Emotional Support: 07984 967 708](#)

[Bristol Mindline: 0300 123 3393 \(in the day\); 0800 808 0330 \(after 7pm\)](#)

Local authority contacts if you have safeguarding concerns about a child:

BANES

Call Children's Social Work Services on 01225 39 61 11 or 01225 47 79 29 (weekdays, 8.30am to 5pm, except Fridays when closed from 4.30pm).

Bristol

Contact the First Response Team on 0117 903 6444. When offices are closed call the Emergency Duty Team on 01454 615 165.

South Glos

Report concerns about a child on 01454 866000-Monday to Thursday 9am-5pm; Friday 9am - 4.30pm. 01454 615165-Out of hours and at weekends.

Somerset

Report concerns about a child on 01275 888 808.