

SAINT MICHAEL'S SCHOOL

December 2018



Christmas Newsletter

Welcome to our first school newsletter. We are happy to share with you our little trials and triumphs. We hope that this newsletter will provide you with a window through which you can discover what goes on beyond the school gates. Parents must often contend with cryptic, monosyllabic answers when they question their children about the school day. Boarding families rely on hurried, distracted telephone calls to gage their child's environment and routine. Benefactors sometimes wonder how their generosity is being spent. Our newsletter will hopefully paint an interesting and informative picture of life at St. Michael's School.

We are now fast approaching our 30th birthday. The challenge of fielding a Catholic school has intensified in recent years, due to a tremendous increase in legislation. It takes much more today to run a Catholic school than it ever did before.

We have therefore been busy refreshing the school's material and educational framework. The summer months experienced feverish activity which resulted in a general facelift of the dormitory buildings and the installation of new bathrooms for the boarders. Other areas of the school received a new coat of paint and better furniture and installations.

New curriculum and assessment policies have been established, along with new workflows in-order to ensure compliance and proper record-keeping. We have established a science and a humanities department, led by Mrs. Roch and Ms. Murphy. Regular meetings allow for better information gathering, which is then immediately passed on to the senior management team (the headmaster and his deputy). Teachers and pupils thus benefit, the former thanks to timely backup and the latter thanks to timely intervention.

All pupils now sit a Cognitive Abilities Test at the start of year 7 and year 10, which allows the school to benchmark their academic progress on towards GCSEs. This provides the school with objective criteria to assess a pupil's academic potential and to adapt their teaching and learning accordingly.

The new Special Education Needs Coordinator (SENCo) continues his training which will qualify him to organize appropriate assessment and support for students with significant barriers to learning.

Our foreign pupils now undergo EAL Testing (English as an Additional Language) which allows us to better target specific areas of linguistic difficulty and to choose better suited exam tiers at GCSE.

As I write, preparations are underway for the launch of the new Parent-Teacher Association. The P.T.A. will provide valuable support to the school through its coordination of fundraising activities. We have also established an advisory board to help school management remain abreast of good practice in general school management, risk awareness and child safeguarding.

The following pages offer a more comprehensive picture of our present undertakings. Each article relates its own story. Meanwhile, as we prepare for the Christmas season, we thank parents for their continued support as we adapt to new times and new constraints, and request continued prayers for St. Michael's School.

May God grant you a happy and blessed Christmas.

Fr. John Brucciani, Headmaster.



Note from the Deputy Headmaster

As the Headmaster outlines above, much work is being undertaken to create a more secure, stable School environment. As challenges to common sense and good order continue to grow, it is more important than ever that the School is able to demonstrate its worth and be able to try to meet those challenges on the front foot. For the first time, St. Michael's has a School Development Plan so that leadership can plan, prioritise and set short, medium and long term ambitions for the School, allowing parents, and prospective parents, equally to plan and feel secure in the School's future.

Some achievements to date include a new staff structure with pay and conditions that better reflect the crucial roles people perform in providing Catholic education; a staff performance framework that encourages reflection and learning; and a reorganised secondary curriculum that utilises resources at the School, provides a broad education for students and creates maximum choice at A Level and beyond. A greater focus is being placed on academic success, with more consistent measures for teachers to assess progress, such as the CATs and Progress Tests, in an environment that is authentically

Catholic and encouraging students to think well and to live in Christian charity with others. We need to be in the world after all, hopefully just not of it.

We have much more work to do. We will be modifying the timetable and slightly lengthening the school day next academic year. This will standardise the length of all lessons to an hour, reduce time lost between class and allow for increased teaching time across the academic year. We are also striving to be a little more outward-facing and to become part of the local community in

Humanities Departement

➔ Burghclere and the surrounding area. In addition, we wish to better promote ourselves amongst the traditional Catholic community as we continue efforts to put the school on a sound financial footing.

Ultimately, we need to know we have used our collective talents well, whilst entrusting our work to St. Philomena and remaining confident that the renewed consecration of the school to Our Lady will help our students, staff and families enjoy the fruit of Catholic education.

Wishing you all a very happy and holy Christmas,

R. Malliff

Key Stage 3 Geography



Dr. Michael Rhead, former lecturer in Environmental Sciences at the University of Plymouth, and teacher at St. Michael's School (Chemistry), has offered his services in re-establishing KS3 Geography. "It is an important subject and its absence in the curriculum has been unfortunate," he remarked, shortly before demonstrating to an attentive group of students the durability of granite.

Samuel Sudlow and Basil Seeber clearly agree. They gave up a break-time to interview their Geography teacher. They wanted to know why landscapes are a big part of geography.

"It is hoped that the pupils will be inspired by learning about the formation of the physical shape of the land moulded into mountains, valleys and seas. Then superimposed will be the major biomes- massive areas of climate/vegetation in vast ecosystems, which should surely fire their interest and imagination.... Artists, photographers, tourists and indeed everyone likes to see and appreciate views of the earth and heavens which God has created," explained the former professor.

Indeed. A visitor to the Y8 classroom watched intently as engaged, alert and already startlingly competent students discussed features of biomes and manipulated symbols on maps. Clearly, Geography lessons have succeeded in their stated aims: to "interest and inspire."

Year 10 received a challenge during English lessons on inference: write a story in one line (in the tradition of Ernest Hemmingway's "For sale: Baby shoes, never worn.") Here are some suggestions from our talented crew:

I carried on cutting, despite the screams. JF

When I resurfaced, parts of the ship were everywhere JF

When in doubt, a snake is not a baby's toy. NR

He hit a bird on the way down. He said it wasn't poisonous. SB

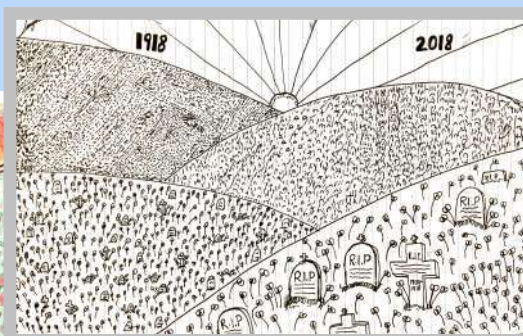
After he was rushed to hospital, he said "That drink tasted good." JF

Maybe now she'll avoid the tea. PG

Found: Broken heart, abandoned at sea. GM

For sale: Rubidian, slightly damp. GM

The Humanities Department at St. Michael's School comprises English Language and Literature, History, Geography, French and Latin. This page contains a brief glimpse of what's happening right now in several of these subjects.



The "glowing sunset" of the poem is vividly and warmly painted by Thomas Malliff, while Joseph Gaskin balances texture and

perspective in his pen-and-ink illustration. Congratulations to these three boys on their motivation and extra effort.

Year 7 Boys recently produced beautiful illustrations to accompany the poem "In Flanders Fields" by Canadian poet John McCrae. The illustrations were entered into a competition and judged by a panel of resident experts! Winner Ralph Morley received a book token and First Prize certificate for this beautiful and accurate depiction.



Already this term, tropical rainforest, savannah, mountains and deserts were features of the lessons. Is landscape, then, the only element of geography taught in KS3? Our enquirers asked about the range of topics taught in years seven and eight.

“Human Geography gives the pupils a clear idea of how people of other nations live,” adds Dr. Rhead. “Recently, they received a letter from an African child illustrating how children of poor farmers in Kenya learn under great disadvantages. They have seen contrasts in recently industrialised nations like India and China.” How many children know that China is economically second only to the U.S.A.? These and other fascinating facts are served up on a weekly basis for the students’ interest and analysis, helping to build and form a coherent and accurate worldview. We can concur with Dr. Rhead: “There is much left to do, great potential and certainly enjoyment for both teachers and pupils in various aspects of Geography.”

Year 10 History

The students have made very good early progress in GCSE History. The presence of Irish, German, Swiss and British pupils makes for lively discussion and friendly banter amongst the boys as the causes of course of world war one unfolds, and this year’s centenary of the conclusion of the war has been made even more poignant for all students as their knowledge of the Western Front grows and the sacrifices made come into sharp focus.

Students have started to explore primary and secondary sources, identify bias and develop essay and examination techniques. But the study of History is much more than just the final examination, so students are being encouraged to judge key events and figures in the light of historical enquiry and to start employing logic and academic scrutiny to think well. Was one nation more responsible for the outbreak of the Great War than others? How should history judge the legacy of General Haig? Was the sinking of the Lusitania justified? How does the great WW2 hero, Winston Churchill, emerge from WW1?

For the rest of the year we move from an exploration of the breadth of the causes and course of world war one to examine post-WW1 Germany and Russia in depth, and to understand how the horror of war precipitated events that led to the evils of Nazism and Bolshevism: evils still having a devastating impact on the modern world.

R. Malliff



Insights on Reading History Rightly

“In the beginning was the Word, and the Word was with God, and the Word was God.” (Jn. 1:1) As if completing the creation story of Genesis, the evangelist opens his gospel by alluding to creation’s timeless Redeemer. For St. John, redemption is not a divine afterthought, a contrived plot device to salvage a staggering story; rather, it is the focal point from which history unfolds. The Heavenly Father creates the world in view of its redemption in His Son. And yet, until “the Word was made flesh, and dwelt among us” (Jn. 1:14), the full significance of time past evaded fallen man.

A right reading of history cannot bracket the mission of Christ: the Incarnation is central to the story. And the story is His story. A right reading of history, then, is in function of its attentiveness to the Incarnation. To discount the Incarnation is to discount the very thrust of past, present and future.

Providence fashions history for man’s salvation. Our Lord Jesus Christ sacrificed His life to win for humanity graces that both repair fallen nature and ready it for heaven; and, by His expressed will, humanity is to access these graces through the instrumentality of an institution, the Holy Catholic Church. Hence, the extension of the Mystical Body ought to be the historian’s grand unified theory of sorts.

The agnostic historian cannot feign objectivity while ignoring this supernatural dynamic: his very inattention lays bare his commitment to naturalism. Accordingly, his interpretation of events is unavoidably petty, a hollow record blind to the economy of grace.

We Catholics examine history from afar, ever cautious of such shortsighted inferences. That individual Catholics fall short of perfection—sometimes drastically so—need not scandalize us; we are wise to our weakness. But as we zoom out, we see in high resolution the emergent character of our heavenly city.

Creation is for redemption. The passage of all time flows into Calvary: every man, no matter his chronological placement, is drawn thereto by the mysterious allurements of Providence. So today’s receding Catholic vitality affrights us not. The full significance of history that evaded pre-Christian man still evades many on our privileged side of the calendar. But the present contraction of Holy Church will give way once again to her glorious expansion, rest assured...for “we know that to them that love God, all things work together unto good, to such as, according to his purpose, are called to be saints.” (Rom. 8:28)

Fr. Hennick teachers Key Stage 3 and 4 History



This year we have returned to the habit of senior school assembly which takes place once a fortnight. Topics covered vary from school ethos to current events and safety awareness. Mr Daniel Martin gave a very entertaining and instructive talk on social media and the prudence necessary to communicate wisely and safely. The pupils also watched a very moving explanation of Remembrance Sunday and why "we will never forget."

Future topics on the agenda: current politics, media and critical thinking, drugs and gang mentality, religious vocations, litter and the environment, healthy eating, how to budget, how to sport and stop a bully, e-safety, the joys of teaching, classroom and general etiquette. - Lots to talk about!

In September we launched a new merit system for the senior school. Whilst it is still a work in progress, early signs are that it is motivating students and helping staff to focus on recognising and encouraging that which is best in the school. Merits can be gained when students go beyond everyday expectations - in showing particular concern for others, providing excellent answers in class, producing work or test scores beyond expectations, or for services to the school community beyond duty.

Failure to live up to the SMS ethos, an obvious lack of effort in studies, or neglect of personal appearance, are areas that can also attract 'demerits', with the number of demerits a pupil has received subtracted from their merit total at the end of each half term.

When students reach key milestones, they will be awarded bronze, silver and gold badges, book tokens or a voucher for the tuck shop. This term the following pupils have reached the 'Bronze' award:

<i>Ralph Morley, Y7</i>	<i>Sam Sudlow, Y8</i>	<i>Grace Morley, Y10</i>
<i>Iago Rodriguez, Y7</i>	<i>Dominic Klunder, Y8</i>	<i>Emma Blyth, Y11</i>
<i>Basil Seeber, Y8</i>	<i>Jacopo Giugni, Y8</i>	<i>Andrew Blatchford, Y7</i>

Ultimately, this is a tool employed by the School to reinforce on a natural level the acquisition of virtue and the removal of vice.

On the 21st November, feast of our Lady's Presentation in the Temple, the headmaster, priests, staff and pupils consecrated the school, its staff and families to the Immaculate Heart of Mary. We pray that this will be a source of many heavenly graces, both temporal and spiritual. It reminds us that the school's primary purpose is to save our children's souls by passing on to them above all else the knowledge and love of God Incarnate, and of His Blessed Mother.



Immaculate Heart of Mary, Mother of the Heart of Jesus, our Queen and our Mother! Look down with mercy upon our school. We wish to show thee our filial love and to render to thee our homage by this solemn act.

We come to offer thee our whole being, body and soul, faculties and senses, our life with all its sorrows and joys, all that we possess, all that we are, all that we love.

O Immaculate Virgin, Mother of God and Mother of all men! We consecrate ourselves and our school to thy Immaculate Heart. Receive us as thy children.

May thy Heart be for all of us priests, teachers and catechists, parents and children, young people, adult and elderly, healthy and sick, absent, present and fallen away the path that leads to God.

Reign over us, O Beloved Mother, so that we may be thine both in prosperity and in adversity, in joy and in sorrow, in health and in sickness, in life and in death.

O most compassionate Heart of Mary, Queen of Virgins, watch over our minds and our hearts and preserve them from the flood of pride, impurity and paganism of which you complained so bitterly at Fatima.

From this moment, we name you Queen and Mother of this school. Look after our spiritual and temporal well-being, hear our prayers and console us in the sorrows and tribulations of this life and particularly at the hour of our death.

Protect us in particular from the enemies of innocence and purity. May our school stand as a safeguard and haven for our children's virtue.

We want to call down upon our families, school and country and the whole world the peace of God in justice and charity.

On our part, we promise to imitate thy virtues in a spirit of reparation and penance, by a true Christian life, by frequent confessions and holy Communions, by fervent participation in the divine Liturgy and by attentive study of the catechism without regard to human respect.

Queen of the Holy Rosary, we promise to offer thee the prayer of the rosary each day.



The autumn term has been an exciting time for the science part of the 'Sciences' department as we have embarked on a whole new way of teaching. In year 7 we have taken the 'Complete Mastery' approach to the science curriculum. This means that the new year 7 have already started their GCSE courses in science! The approach aims to practice the skills of acquiring, applying and analysing, that are assessed in GCSE examinations, right from the start of secondary school. The year 7 pupils have worked very hard to start mastering these skills and we are sure that this approach will be very beneficial to our pupils through all levels of their school science, but especially when it comes to the GCSE examinations.

We are using some ideas from this approach in other years too, but the whole course will be rolled out as the current year 7s move up the school.

In the math department: year 7 began using algebra and the delights thereof – lucky them!; Year 8 has recapped the basics, looked again at transformations and will look at standard form this coming term; year 10 has successfully begun the GCSE course and saw a little bit of Fibonacci in action when we covered sequences; and year 11 has looked at transforming graphs, the final bits of trigonometry and histograms.

We also had: No Calculator November ... see just how agile your God-given calculator can become when you give it a bit of a workout! And this calculator is much harder to forget so no demerit fears!

Sam B, Joseph F, Basil S and Sam S have been selected to represent the KS3 math team entering for the UKMT Regional Finals on 28th March. Congratulations to all four! Training will begin in the near future. Good luck boys and come on St Michael's!
JR

Born in Staffordshire, England. Lives in Woolton Hill, Hampshire

2 children: Dan, 17 and Beth, 15

Enjoys: reading, running and riding,

Favorite shows are: Call the Midwife (because all the family gets to sit and watch it together), as well as anything medical or nature related shows

Studied biology, English and Chemistry at Keele University

At the same time as her degree she did a teaching certificate in biology and general science

Worked in 5 different secondary schools in Berkshire and Hampshire since 1986, before coming to St. Michael's. She was head of science in two former schools.

Has been working at St. Michael's since January 2008, at the start for 2 mornings a week. When she arrived for interview Mrs Roch knew nothing about the school, but everyone was so friendly she decided to 'give it a go'

Teaching comes naturally as she loves working with people and helping them learn...and talking

Had a good biology teacher at school, so was interested in and enjoyed the subject

Favorite topic to teach is human biology, as everyone should know about their own body

Compiled by Emma and Kate Blyth and Claire Jackson

Trip to Bayer Labs, Reading

'It gave me a new perspective on science'; 'the day made me think about science as an option for university'; 'an amazing experience of the variety of work at a large company'; 'top notch equipment'; these were just some of the comments following our Key Stage 4 trip to Baylab on Thursday 22nd November.

Baylab is located inside the Bayer building at Green Park in Reading. It is one of 14 similar laboratories that Bayer runs worldwide. Baylab provides laboratory experiences linked to their science curriculum for children from Key Stage 1 upwards. We had opted for the 'Enzymes' workshop, which links with the GCSE curriculum. The pupils spent over 4 hours working in a purpose-built laboratory, firstly learning to use the equipment (especially micropipettes) and then carrying out 4 enzyme themed experiments. Emma and her team at Baylab were excellent, using the experiments to revise enzyme theory with the pupils before helping them to put the use of enzymes into biotechnological processes.

As well as the science experience, we saw the wonderful building that Bayer has, heard from professionals who work at Bayer (but in roles other than science) and were able to use the restaurant. All these things gave the year 10 and 11 students a taste of working at a large company.

The students were, of course, beautifully behaved and a credit to the school. Emma, the Baylab manager, said that they were an 'absolute joy!'



Y8 reporters, Maria Blyth and Madeleine Jackson, interviewed our multi-talented and experienced groundsman, Mr. Gerald Keating, about his experiences in the Second World War. Mr. Keating returned to his former place at the teacher's desk to answer the students' questions about life during the war. The girls then restructured the interview in the form of a feature article as part of their English course in recount writing. Student challenge: guess how many languages Mr. Keating speaks.



AN INTERVIEW WITH MR. KEATING ON THE SECOND WORLD WAR

Mr. Keating was 8 years old when the Second World War started. His family lived in Harwich, but his father sent him to a boarding in Ipswich because his father was called up for military service. During the war his Father was a Captain in the Merchant Navy. His father later died when his boat hit a mine and sank.

During the war, Mr. Keating was usually at his school when the air raid siren sounded, so if the air raid siren went off during the day they could stay in the school building. However, if it went off at night they would quickly get their packs with gas mask inside (in case the bombs were gas bombs, which were used in the First World War) and go down to the cellar. Would you like to stay in a cellar all night, on leaden beds with just a blanket and a pillow, until the 'all clear siren' sounds?

An air raid warden would always come and check to make sure no light was showing- these were called blackouts. Lights cause bombing!

Rationing was when your family had a ration book with little coupons of how much food you could have because the food supply was running low. However, the school pooled their rations. The brother in the kitchen was resourceful: he used to make hot cocoa and biscuits from oatmeal.

His family was asked to leave their house before D-Day because some navy personnel had to live there, so they moved to a friend's house in Lancashire. His friend, "Froggy", tragically died when a bomb hit their house, leaving Mr. Keating with an empty desk beside him. While listening to Mr. Keating, I was thinking how devastating it must have been to have lost your dad at such a young age.



Mr. Keating celebrated his 89th birthday recently, with all the pupils singing a hearty "Happy Birthday". In order to impress on younger minds just how old "89" is, we looked at some photos of activities and inventions from 1929. Did you know that a 3 bedroom house in London cost £350 when Mr. Keating was born? His father was captain of a steel-hull sailing ship. A new Morris Minor cost £125. Children played on climbing frames as high as a house!

St. Michael's Cadet Force assembled on Remembrance Sunday to commemorate the 1914-18 Armistice. They collected a handsome total for the British Legion, thus honoring service men who have given their lives for their country.



A wonderful example to all of us.



Band Update

St. Michael's Corps of Drums has been playing for four years come January. We have a new crop of eager young drummers in the ranks this year. Next year several of our original members will be moving on, so we hope these young lads rise to the occasion. Recently we had the visit of a military tailor to get the new boys fitted into uniforms – not an easy task finding uniforms small enough to fit! A few of them already found themselves performing for our recent Remembrance Sunday parade, and did a fine job of it!

Before leaving for Christmas holidays the cadets and bandsmen will be doing their annual Christmas carolling around the villages. The townsfolk are always happy to see our young lads singing door to door and spreading good cheer, unfortunately not often seen today. It's not unusual that we are kindly offered not only money, but also mince pies or other Christmas goodies! This is the cadets' major fundraising event. Next year, when the sun comes back out, we look forward to performing for the May Procession, Corpus Christi, and at the end of the school year. - Fr. Barrett.



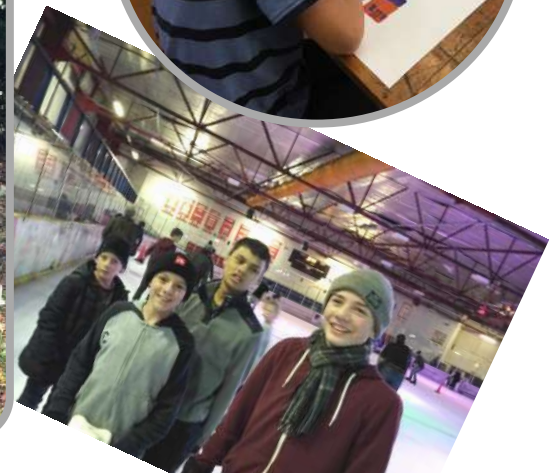
Boarding Division



Trip to Salisbury

We have 19 happy boarders this year, 13 of whom are from foreign lands. On Saturdays, they are able to escape to places of interest. Salisbury certainly beats a trip to Tesco's. Next week they will be ice-skating. Carol singing is a welcome break from stacking wood or raking leaves. "Air-softing" (air guns shooting plastic pellets) is a popular Sunday recreation. After praying for your neighbour in the morning, you get to shoot at him all afternoon.

As one boy put it, boarding school is like staying over with friends everyday! The boys enjoy the grounds, the board games together, football in the gym, the weekend trips and supervised prep in the evenings when they can seek help from friends and more able students. Birthdays are celebrated with a cake and racouse cheering.



Of course, there are always chores. Boarders are divided into teams which are then assigned various tasks in the refectory and kitchen. Team captains ensure that workers are present at their posts and diligent at their duties. That's the theory, anyway!

Remembrance Sunday Parade Prep



Ready for weekend camping! Hats off to the Fathers who rough it with their troops!

THE TUDORS By Junior 2

Introduction by Brigid Joyce...

In History so far this term we have been learning about the Tudors. We have learnt briefly about The Wars of the Roses but in more depth about the reign of King Henry VIII. With King Henry VIII we have learnt about his wives, St Thomas More, The dissolution of the monasteries and the break from the Catholic Church. We have acted out plays and have enjoyed them lots. We hope to carry on having fun lessons in the future and looking forward to Wednesday afternoons.



The Battle of Bosworth 22nd August 1485 By Anna Little

The Battle of Bosworth was one of the shortest battles ever. It was the last in The Wars of the Roses. Richard III was the King from the House of York and Henry was the leader of the House of Lancaster. Henry defeated the King, and it is said that his crown fell off his head as he was killed and landed in a thorn bush. The crown was placed upon Henry Tudor's head and he was crowned King.



Richard III (Anna Little)



Henry Tudor (Francis Morris) defeats Richard III

Henry Tudor By Francis Morris

After the Battle of Bosworth Henry Tudor became King of England. Henry would even marry Elizabeth of York which would help create peace with the Yorkists. Henry brought in new laws, he would not allow the Barons to build their own castles and they were not allowed to have their own armies. In the past the Barons had been troublemakers for the monarch and Henry wanted to change that. By the end of his reign Henry had become a very rich King and England had become a more peaceful country.

King Henry VIII

By Servane Flynn and Catherine Blatchford



Why Cranmer, what a splendid idea...



Henry marries a young Catherine (Blatchford) of Aragon

both countries. Henry was desperate to have a baby boy, as it was important that the name of Tudor would carry on. Unfortunately after a few years only a girl was born, called Mary. Catherine grew a little ugly and Henry ordered the Pope to have his marriage with Catherine annulled. The Pope said "No!" Henry was advised by a worldly churchman named Thomas Cranmer, who said, "Henry, you don't need the Pope, you can be your own Pope!"

Henry replied, "You mean I should break away from the Pope and from the Roman Church?"

"Yes, then you can marry Anne" replied Cranmer.



Take 2 - Henry marries Anne Boleyn

St Thomas More

Thomas More was the Lord Chancellor of England and a true friend of the King. In 1534 the Act of Supremacy was passed, in which all high level people working for the King had to take an oath accepting that Henry was head of the Church in England and that his marriage to Catherine of Aragon was annulled. Only two men failed to accept the oath, Sir Thomas More and Cardinal John Fisher. Both were executed for treason in 1535.



The Dissolution of the Monasteries 1536

By Damian Klunder

After Thomas's death, Henry made Cromwell his chief advisor. Cromwell decided to close down all of the Catholic monasteries and religious houses in England. Cromwell told Henry that he would make him the richest King in Europe, as Henry would own all of the church land as he was head of the Church in England. Many monasteries were destroyed, windows and statues were broken, and during this time many holy men and women would give their lives to God and His Church.



The Pilgrimage of Grace By Kathleen Nightingale

The Pilgrimage of Grace was led by a northern lawyer named Robert Aske. 40,000 armed Catholic rebels led a peaceful protest about Cromwell's theft and destruction of monasteries. The King ordered the Duke of Norfolk to crush the rebels. However, Norfolk's men had to flee because they were outnumbered. Henry sent word to the protesters that if they all go back home, he promised to give back all their monastic land, riches and monasteries. Aske told the protesters to obey the King and they went home. As soon as they were gone, Henry arrested over 300 leaders, including Aske, and had them killed.



Henry Marries Jane Seymour

Henry got tired of Anne and stories of her being unfaithful to the king were made up, and Anne was beheaded in 1536. Henry had been fond of a new woman for a while, her name was Jane Seymour. Henry and Jane married. Finally, Henry had a son that they named Edward. Henry was thrilled, however, a few days after Edward was born Jane died.



Anne of Cleves - By Lucy Blatchford

Devastated by Jane's death, Henry undertook an arranged marriage with a German Princess, Anne of Cleves. This was Cromwell's idea. He thought that having a good friendship with protestant Germany would help England against the Roman Church and Catholic Spain. When Henry saw a painting of Anne she was very pretty, but when he met her she wasn't so. The marriage was annulled within a few months.



The King is dead!

Catherine Parr was the 6th wife of Henry and his last. She looked after him when he was dying. Henry died in 1547.

Catherine outlived him.



The Lourdes of Wales - Holywell

A Sacred Destination By Brigid Joyce

St Winefride is best remembered for her well in Flintshire which is one of the seven wonders of Wales. It is the oldest continually visited Christian pilgrimage site in Great Britain since 7th century.

St. Winefride (Welsh: Gwenfrewy) was a noblewoman born in the 7th century to Welsh parents. She was known to be virtuous from a young age and prepared to devote her life to God as a teenager. Many a night she would spend in vigil in front of the Blessed Sacrament.

One day her beauty attracted unwanted attention from Prince Caradoc. She did not want to marry him so she fled to seek protection in the church where her uncle St Beuno was offering Mass. Caradoc became angry and caught up with Winefride on the steps of the church, drew his sword and cut off her head. Her head rolled down a slope and a spring of water gushed out of the ground where her head came to rest. St Beuno carried Winefride's head back to her body and covered both with his cloak. St Beuno finished offering Mass and asked the faithful there to join him in prayers for Winefride's return to life. Winefride woke up as from a deep sleep with only a faint white line around her neck to prove this had happened at all. St Beuno invoked God's wrath upon Caradoc who was struck dead unrepentant and was swallowed up by the ground beneath him, never to be seen again.

St Winefride became a nun and later the abbess of Trefynnon and Gwytherin.

She died on the 3rd of November around 660 AD. Her body was taken to Shrewsbury in 1138 and venerated there until 1540 when her shrine was destroyed by Henry VIII.

Many miraculous healings have taken place at St. Winefride's Well and to this day thousands of pilgrims bathe here every year in the pool fed by the holy spring.

Pilgrimage Traditions

If you ever go to Holywell, the traditions are:

1. Make the sign of the cross at the entrance.
2. Proceed to the front of the church and make your intentions.
3. Recite the Apostles creed.
4. Recite one decade of the rosary while walking round the well or pool.

Pilgrims usually bathe in the outer pool. They traditionally duck down in the water, so that they are covered in it, three times. This is a reminder of St Beuno's prophecy that Winefride would be able to grant her petitioner's requests, if not at the first time of asking, then at the second or third. In the pool lies Beuno's stone, on which the saint is said to have sat to teach his niece. Pilgrims kneel on the stone to complete their devotions.



The Way of The Cross



Mr Hooley scoring & celebrating a stoppage time winning goal on the beach. Sorry boys...



Full Time... As the sun sets over the Irish Sea, it is soon to draw to a close a trip we will never forget...

Junior 2 Trip to North Wales - A Trip to Remember

In May 2017, Junior 2 went on an unforgettable 3 day trip and pilgrimage to Holywell, as well as exploring the beauty of what North Wales has to offer. Apart from visiting the famous shrine of St Winefride, we visited Conwy Castle and had a tour given by an ex miner down one of the deepest underground mines in Britain. We travelled through some breathtaking scenery close to Snowdonia National Park, and enjoyed wonderful trips along the coast, visiting many a beach along the way.



The pilgrimage begins...



Holywell - The miraculous shrine & well where 1000's of pilgrims have been cured



Holy Mass is celebrated by Fr Summers in the side chapel, Holywell



A full English... It's going to be a long adventurous day



The miraculous spot where St Winefride's head fell

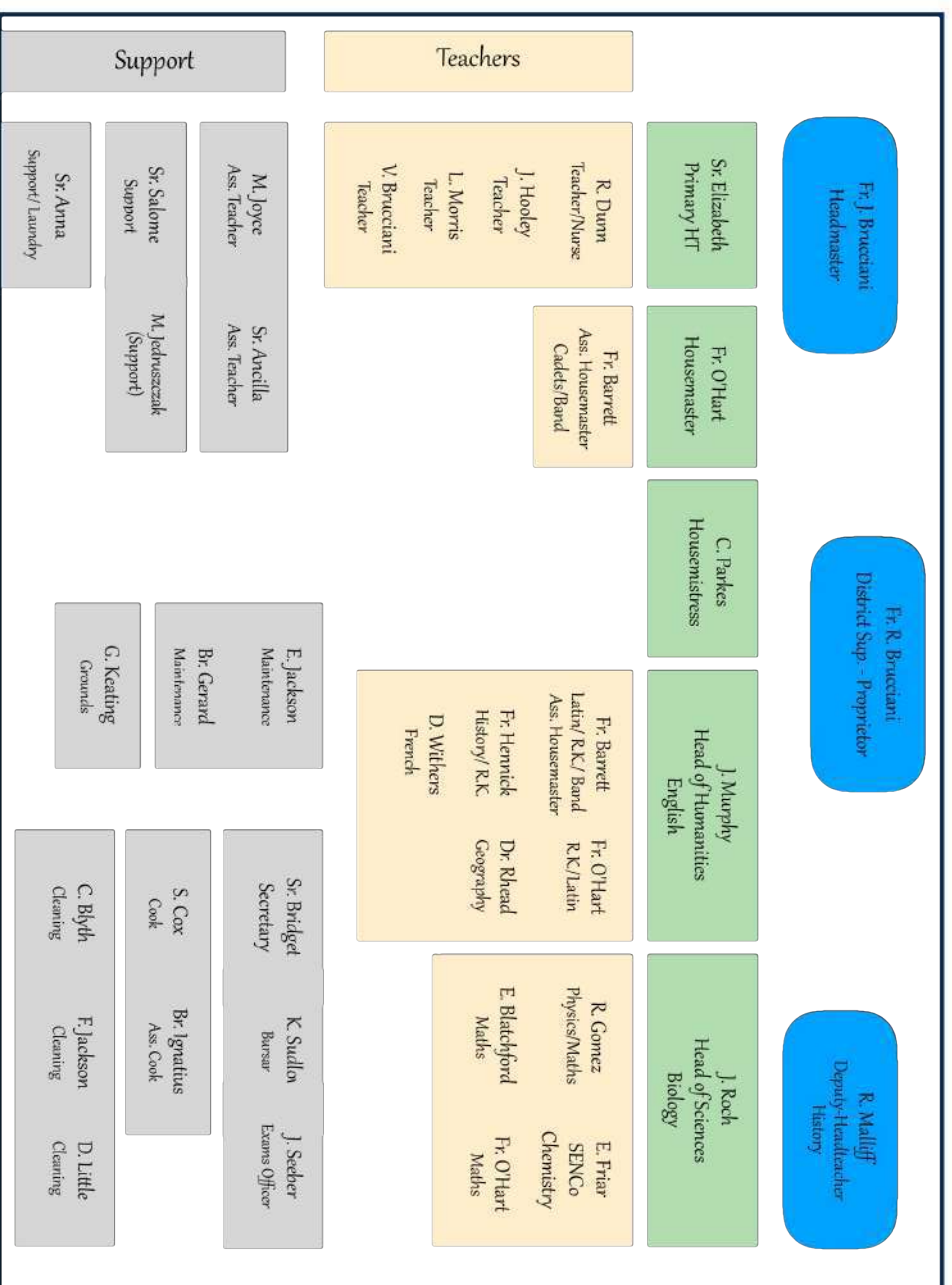


Back to work guards... The soldiers are having a break at Conwy Castle



Travelling 500ft down into a 200 year old slate mine... It's dark and cold down here...

Who's Who at St. Michael's School?



Termly Dates

- | | |
|--|---|
| <p>Mon. 7 January Boarders' Arrival (Evening)</p> <p>Tues. 8 January First Day of Spring (Hilary) Term</p> <p>Parent-Teacher Conferences</p> <p>Fri. 15 February Last Day of 1st Half Term</p> <p>Sun. 3 March Boarders' Arrival (Evening)</p> <p>Mon. 4 March First Day of 2nd Half Term</p> <p>Wed. 6 March Ash Wednesday – School Mass</p> | <p>Tues. 19 March Feast of St. Joseph – School Mass</p> <p>Mon. 25 March Annunciation – School Mass</p> <p>Fri. 10 April Last Day of Spring (Hilary) Term</p> <p>Sun. 4 April Palm Sunday</p> <p>Fri. 19 April Good Friday</p> <p>Wed. 24 April Boarders' Arrival (Evening)</p> <p>Thurs. 25 April First Day of Summer Term</p> |
|--|---|

Our newly appointed P.T.A. has much work ahead. The following officers were elected to fill the roles of chairman, vice-chairman, secretary, and treasurer, respectively: Mr. Thomas Cullen, Alex. Blatchford, Mrs. Carol Turner and Mrs Heath.

News from the PTA

The PTA will oversee fundraising objectives, event initiatives and work flows. The school management teams has already detailed several projects for our planning and fundraising consideration, in random order:

- establish plans for improved gym facilities (new floor, equipment)
- establish plans for better signage and lighting in outside areas of the campus.
- acquire fixed projectors for classroom use
- acquire better ICT equipment
- set up and equip laundry facilities

Plenty of fundraising opportunities in perspective. These serve as an incentive to the organisation of fundraising events, not only to raise monies, but also to help publicise the school and involve it in community events and service.

The first meeting of our new P.T.A. will take place at the beginning of next term.



Name : _____ Tel : _____

Address : _____ City: _____

Post Code : _____ Country: _____ Email : _____

 **I would like to make a one-time donation of £ _____**

I am enclosing a cheque.

Gift Aid Declaration

If you are a taxpayer you can increase the value of your donation by enabling us to reclaim tax via the Gift Aid Declaration below:

I confirm I have paid or will pay an amount of Income Tax and/or Capital Gains Tax for each year (6 April to 5 April) that is at least equal to the amount of tax that all the charities or Community Amateur Sports Clubs (CASCs) that I donate to will reclaim on my gifts for that tax year. I understand that other taxes such as VAT and Council Tax do not qualify. I understand the charity will reclaim 25p of tax on every £1 that I give from the date of this declaration until I notify to the contrary.

I want the charity to treat the enclosed donation as a gift aid donation.

Please notify us if you want to cancel this declaration, change your name or home address or no longer pay sufficient tax on your income and/ or capital gains.

Signature(s) : _____ Date: _____

God bless you for your kindness! Questions? Call us at 01635 278137.

Return form to: **St. Michael's School • Harts Lane • Burghclere RG20 9JW • UK** headmaster@sanctusmichael.com

HOLY MASS OFFERED FOR ALL OUR BENEFACTORS ON THE 1ST FRIDAY OF EACH MONTH.

Registered Charity No. 274695 "Society of St. Pius X"



 **I would like to help every month via Standing Order**

Gift Amount : £10 £20 £30 £40 £50 Other Amount : £ _____

Instruction to your Bank or Building Society

Please pay Royal Bank of Scotland, Newbury Branch, 20 Market Place, Newbury, RG14 5BD on the day of each month until further notice. **Sort Code 16-26-18 Acc. Number: 10191323** for the credit of St. Michael's School.

Bank/Building Society Name : _____ To : The Manager _____

Address : _____

_____ Post Code _____

Name(s) of Account Holder(s) _____

Account Number :

Branch Sort Code :

Signature(s) : _____ Date: _____

Send this part of the form to your bank and drop us a note so we can thank you and include you in our prayers.