



Dear Parents and Friends,

I am happy to present you with an overview of what has happened this past term. It has been a busy term and a successful one. There is much more that I would have liked to include, but the letter would become unduly long.

The children have completed another school year, and leave for the summer holidays older and, we hope, wiser. Our focus is to always help the children develop natural virtue so that the supernatural virtues may more easily take root and flower. Divine grace builds on nature. We must form strong minds and generous hearts so that we can live Godly lives.

St. Michael's primary phase will receive a new headmistress in September. Mrs Annalisa Webb will be the new head of primary. She is one of the founding teachers of St. Michael's when it opened in 1991, and is very familiar with the school and its ethos. Her professional knowledge and vast experience will make the primary phase stronger and more secure.

We recently underwent yet another Ofsted inspection, the fourth in two years. The final report acknowledged the great improvements that are evident throughout all parts of the school, its teaching and its management. It is well worth a read, and can be found on our website. It contains statements such as: *"The school's work to promote pupils' personal development and welfare is outstanding." "Pupils conduct themselves impeccably. They are unanimous in their confidence that adults will listen to and help them."*

Encouraged by this success, and confident in our Lady's patronage and protection (they came on the anniversary of our Lady of Fatima!) we will keep busy during the summer months, cleaning, painting, repairing and improving as much as we can the facilities so that the children have an ordered and functional environment in which to live and to learn.

The year ended with our first Summer Fair. The PTA raised £3300, and all participants had a wonderful time doing it. It was a happy day full of laughter and excitement. The smiles on everyone's faces are the greatest reward a school can wish for.

Fr. John Brucciani, Headmaster

Some reflections on the May 2019 Ofsted Inspection

The full academic inspection of St. Michael's that took place between 14th – 16th May was a significant step in the ongoing improvements at the school. The scale of the improvement from the October 2017 judgement to the May 2019 judgement is evident in both reports that are in the public domain, available for parents, friends and benefactors to read. The scale and speed of improvement is testament to the talent and dedication with which we are blessed. The focus of this article therefore, is to provide some reflection and insight into what is not contained in the report, including the inspection process itself and how the school will use the experience for further improvement.

Whilst the report itself was deliberately written to reflect the overall judgements, additional helpful comments were provided by inspectors along the way, especially where St. Michael's can strive for Outstanding in future inspections. It was particularly pleasing that there was very little of what inspectors mentioned that was not already in the School's self-evaluation document (the school's ongoing assessment of strengths and areas for development). So, the inspection affirmed that we are not only currently doing well, but that we also have a clear sense of where the school can focus to further improve life at St. Michael's.

The approach taken by the inspection team was interesting. It was clear from early in the process that both inspectors were fair and were looking for positives. The more they saw of the school, the more positive they became. During their deliberations at the end of each day, with which SLT and the Proprietor were privy, it was apparent that they saw St. Michael's ethos in a favourable light. Their experience as education professionals was evident; they were extremely astute and quickly acquired a sense of the school, including both the progress the school has made since the last inspection and the impact of challenges faced in the primary phase towards the end of the spring term. Most telling was their observation of a teacher who reacted with a little brusqueness in class, and how inspectors commented that this didn't correspond with the charity and care at the heart of our Catholic ethos! As an isolated incident amongst a wealth of charity and care that they did see, it had no impact on their judgement.

Without delving into what is in the report, it is worth highlighting that inspectors were extremely impressed with how well the school knows its pupils, how well-prepared they are for the next stage of their education or when leaving the school, and how well cared for pupils and staff are at the school. They were particularly impressed with the secondary phase and the teaching, learning and assessment they saw, and the way in which our Catholic ethos is reflected in the curriculum and how the curriculum includes all aspects of the school's life. There are areas to improve, and our plans for a one-hour timetable, improved baselines in primary, further opportunities for competition and an expanded senior leadership team were all well received.



SAFEGUARDING - WHAT IT TAKES - II

In the last issue of our newsletter, we explained the importance of safeguarding in schools. The Department of Education sees schools as frontline agents in protecting children from the many dangers to which they are exposed in the world "out there."

The central document which all school staff are required by law to read and be familiar with is KCSiE - "Keeping Children Safe in Education." It is a piece of statutory government guidance that sets out the legal duties all staff in education must follow to safeguard and promote the welfare of children and young people aged under 18 years in schools and colleges.

I recently followed a day's Safeguarding Lead mandatory refresher training course with the Hampshire Children's Board. We were told that safeguarding is not only about compliance with legislation, but also about curriculum - how we teach children to be safe. Schools must be able to evidence that their children know how to be safe outside of the home and online.

Each summer, Hampshire Schools are required to carry out a lengthy safeguarding self-audit, which is then approved and signed off by the school proprietor. Random inspections are then carried out by the Local Authority. We received a visit last March. All went well.

The summer months are also a time of policy updates. A new, digitalized "training tracker" allows staff to sign off each policy once they have read it. Policies are useful in defining how the school operates and ensuring a unified approach and accountability in all areas.

A last word about the SCR - Single Central Register. This is a vital document that holds evidence that schools have carried out recruitment and vetting checks. It is the first document inspectors ask for. It contains proofs of identity, residency, police checks, character reference checks, right-to-work in the UK checks, fit-for-teaching checks, etc. All staff and volunteers working at school are logged in the SCR. Gone are the days when mums could help out on a free day. Today, only those who are recorded in the SCR can work or help out at school.

From 2019-20, we will also be acknowledging outstanding achievement in the spiritual, academic, moral and creative life of the School with the introduction of St. Michael's 'colours'. More will follow on this in future newsletters.

What next, then, for St. Michael's? This inspection result should certainly give staff, pupils, parents and all friends or potential friends of the school confidence that what we are doing is helping secure the school's future. It is a helpful affirmation in an increasingly hostile world. With good marketing, it will help retain and attract families to the school who want a professionally run school that is going to help their children achieve their full potential, which only a truly authentic Catholic environment can ensure. Most importantly perhaps, it shows that it is still possible to be a genuinely Catholic school without falling foul of the state.

The approach over the last 18 months or so has been to develop and assert the Catholic nature of the school while remaining compliant with government legislation. We simply have to be ourselves, and be the best version of ourselves that we can be. It would be folly to disregard the regulatory framework within which we have to work, but our focus remains on developing a model of education that is irresistible to others, including Ofsted. We must all continue to play our part, using the talents our Lord has given us, and leave the rest to Providence. May Our Lady and St. Philomena continue to guide and protect St. Michael's School!

Mr. Robert Malliff, Deputy-Headmaster

In September, the school launched **a new merit/demerit system.**

It is designed to reinforce good behaviour and encourage good habits, whilst addressing that which doesn't warrant more formal sanction.

The criteria for merits and demerits is displayed in classrooms and the system has simple targets – 40 merits for a bronze badge, 90 for a silver badge, certificate and tuck shop voucher and 150 for Gold, with certificate and book token.

Since its inception, it is pleasing to see students and staff alike have engaged with the process. All Year 7 to Year 10 students have won the bronze award, and the following students have made it to silver:

- Andrew Blatchford Year 7
- Peter Little Year 7
- Yago Fernandez Irache Year 7
- Ralph Morley Year 7
- Thomas Malliff Year 7
- Basil Seeber Year 8
- Samuel Sudlow Year 8
- Maria Blyth Year 8
- Madeleine Jackson Year 8
- Samuel Brucciani Year 10



Pupils receive a certificate and applause at school assembly.

Naturally, the focus is on the lower years, as we seek to encourage good habits early on, with the need for rewards reduced as students get older and mature in their understanding of the spiritual life.

Due to the success of the merit system, we are continuing with it next academic year, when all students return to zero. It is important that all students start from the same point each year to help gauge progress in academics and behaviour in each school year.

The student who achieves the most merits in an academic year will be added to the 'annual merit winners' shield. In 2018-19, the overall winner was Ralph Morley - congratulations Ralph!





SCHOOL PRIZE DAY 2019



A brief ceremony on the last day of the school year gave the Headmaster an opportunity to acknowledge pupils' academic performance, effort and achievement.

A **Humanities, a Science and an R.K. Prize** are awarded in each Key Stage to the best overall pupil in these three departments. The pupils selected have excelled in their subject, due to talent, docility, maturity and work ethic.

The **Best Progress Prize** is awarded in each subject per class for pupils who, although not necessarily the best in their class for that particular subject, have nevertheless shown both maturity, work ethic, docility to recommendations and instruction, and, of course, perseverance.



Congratulations to prize winners on their achievement.



PRIZES 2019

| HUMANITIES | SCIENCES | R. K. |
|------------------------|----------------------|----------------------------|
| Lucy Blatchford, Yr5 | Lucy Blatchford, Yr5 | Luke Sudlow, Yr5 |
| Brigid Joyce, Yr 6 | Brigid Joyce, Yr 6 | Catherine Blatchford, Yr 6 |
| Ralph Morley, Yr7 | Basil Seeber, Y8 | Jacopo Giugni, Yr8 |
| Samuel Brucciani, Yr10 | Emma Blyth, Yr10 | Grace Morley, Yr10 |

Congratulations to Samuel Brucciani, who qualified for the second round of the UK Maths Trust Challenge, coming in the top 25% of candidates. This places Sam among the best mathematicians in the U.K. for his age group.



FOOTBALL LEAGUE CHAMPIONS 2019!

Fr. O'Hart awarded prizes for Best Team and Best Sportsman. He explains his ideas behind the genesis of the school football league: to offer the boys an opportunity for developing resilience, team camaraderie and partnership skills. Every Friday night the boys form mixed-age teams and give their all. Well done to Damien, Tomas, Louis and Sebastian, team winners.



Some students from Y7 rose to the challenge of entering the national handwriting competition organised by SATIPS. In 2018, this competition had over 11,000 entries nationwide! A range of schools from all over the country participated. It was very gratifying to see **Thomas Malliff**, of Year 7, awarded third prize among 12 year olds nationwide in the 2019 competition. Meanwhile, we encourage all our 11-13 year olds to sharpen their nibs for next year's competition! Details will be available in the late autumn (there is a staff category too....)



Philip Kane won Best Sportsman of the Year. He has also provided invaluable help to the Cadet Corps as Staff Sergeant. We wish him all the best now that he has completed his A Levels and an 8 year stint at St. Michael's!

KS-3 TRIP

YEARS 7 - 8

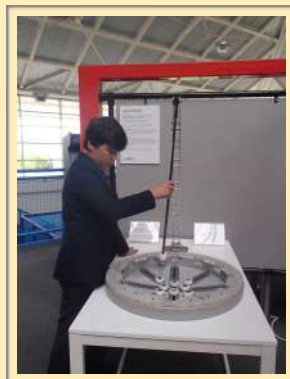

**WINCHESTER
SCIENCE CENTRE
AND PLANETARIUM**

On Tuesday 2nd July, 16 excited pupils accompanied by Mrs. Roch, Mr. Friar, Mrs. Blatchford and Dr Rhead, piled into the minibus and a car to head off to Winchester Science Museum.

A very busy day was ahead – starting off on the Space Floor and then moving up to the first floor, pupils had plenty of time to get ‘hands on’ with the interactive displays and experiments.

Tornadoes were made, races took place, athletes were created, baskets were scored from a wheelchair, pulleys were tugged, mind games played and much, much, more. The next part of the day involved a ‘Substances Workshop’ where non-Newtonian fluids were investigated by making slime and putty. There was much discussion about the properties of liquids and solids, as well as lots of sticky fingers!

The final part of the day involved an ‘out of this world’ experience in the revamped Planetarium. Pupils were treated to a breathing ride through our solar system, visiting several planets on the way, before going beyond our galaxy to get an idea of the enormity of the universe.



Some of the comments from pupils included: ‘fun activities and interesting facts’; ‘mind-blowing Planetarium’; ‘a well-deserved 8.3/10 – not bad for a science museum’; ‘couldn’t really get my head around the perspective room!’ The pupils were a pleasure to spend the day with and a credit to the school.


**Mrs Blatchford, Senior
School Maths**

➡ Born - Plymouth, Devon. Lived on a farm and looked after the horses

- ➡ As a child hobbies were show jumping and knitting (!)
- ➡ Got to the national final show jumping
- ➡ Was home-schooled until 16
- ➡ Then did A-levels at a college in Tavistock
First interested in maths at the age of 13 when maths teacher changed.
- ➡ At 17 she helped in a maths class and sparked a passion for teaching
- ➡ Studied maths and teaching at Exeter university
- ➡ Worked at Tavistock college until coming to St. Michael's in 2007
- ➡ Favourite genre of music is rag time when doing maths and loves Strauss as well as George Ezra
- ➡ Favourite book is *Jane Eyre* and *Jesus, King of Love*, as well as *Touching the Void*
- ➡ Favourite movies are *Dad's Army*, *Shawshank Redemption*, *Sink the Bismarck* and *The Man Who Never Was*.
- ➡ Inspired by St. Thomas More, Mr. Collins (the maths teacher) and her Grandfather
- ➡ Favourite countries are Rome and the Holy Land
- ➡ Most interesting country ever visited is Libya, where I witnessed a full solar eclipse.

A NEW HOME FOR PHYSICS

One of the changes in the senior school for next year is a brand-new home for Mr. Gomez and Physics. He has spent many days over the last few weeks, along with the year 11 boys, moving all of the physics equipment from the upstairs, dingy classroom in the main house to his light, bright, airy classroom next to the primary school. A new projector, modified desks, along with much equipment, assembly and organisation, and the classroom is all ready to go next term. We are very glad to have Mr. Gomez and his classes closer to the Biology and Chemistry lab.

Next term.... STEM - Science
Technology Engineering and
Mathematics Club!



Wednesday after school - for years 7 to 9

EAL - "ENGLISH AS AN ALTERNATIVE LANGUAGE"

St. Michael's School is proud to welcome students from across the continent, most usually from Germany, Switzerland and France, but also from Italy and Spain and even further afield. EAL (English as an Additional Language) pupils often come here in the last year/s of Junior School or the first years of secondary school and stay right to the end of A-Level. We have also had pupils who come for a year or less with the sole purpose of improving their English language. They are usually sad to leave (as we are to see them go), but they bring back a wealth of memories and friendships to their native land!

With this tradition in mind, staff gathered this year for professional discussion of English as an additional language. In-service training, or INSET, as it's fondly called, offers a moment to step off the busy treadmill of day-to-day classroom duties to reflect on our communal practice and to see how we can best serve all our students. This year's INSET session on EAL pupils focused on the benefits of bilingualism as well as on concrete support strategies for each stage of language acquisition. The importance of a language-rich environment and the mutual enrichment of languages was also expounded. Come September, refreshed and renewed, we will put theory into practice!

Miss Murphy, E.A.L. co-ordinator

New Guidance on Minimum Standards for Independent Schools came into effect last April. It contains new elements around which pupil welfare and development is defined and determined. These elements present challenges for Catholic schools, in particular in regard to the soon-to-be mandatory Relationship and Sex Education (in the secondary phase). There are also new requirements for greater and more detailed risk assessment and recording. Policies will be scrutinized with greater care, and evidence sought to ensure that they are not just words but working documents. Finally, the Secretary of State has signaled that he will be taking a firmer approach to enforce the Standards when there is evidence of non-compliance.

SEN - "Special Educational Needs"

The term SEN means needs or disabilities that affect a learner's ability to learn. SEN are "barriers to learning". All SEN fall into four areas: communication and interaction; cognition and learning; behavioural, emotional and social development; sensory and/or physical. SEN are identified where there is a gap between a learner's general level of intelligence and his or her aptitude in a particular factor, such as behavioural and social awareness, skill in reading, writing or handling numbers, cognition or understanding; physical impairment; self-expression and understanding of others.

Following Christ's example, we must be solicitous for those who present with particular barriers to learning. This charitable work entails a whole school approach to the earliest possible identification of pupils with SEN and provision of appropriate support to enable them to have access to a broad and balanced curriculum which is responsive and supportive of their needs and aspirations. Provision for SEN is also mandated by a comprehensive legislative framework.

Provision for SEN is a whole school activity, involving all levels of the school society. The Senior Leadership Team (SLT) is responsible for the overall running of the school, which includes provision for SEN learners. The SLT appoints a Special Educational Needs Coordinator (SENCo) and ensures provision of the time, resources and facilities needed to support SEN learners. The SENCo coordinates provision for SEN in the school. This involves gathering information about learners in order to plan appropriate interventions, communication of updates on SEN provision to teachers, and regular review of the effectiveness of interventions on learners' progress. The SENCo also provides information about SEN and raises awareness of SEN issues. The teachers uphold the teaching standards, which include promotion of progress in learning of all learners, including those with SEN. They have a professional knowledge of the main categories of SEN and how each may present in the classroom, and they use a variety of differentiated learning activities to enable learners with SEN to access the curriculum.

Mr Eric Friar, SEN co-ordinator

A new **Education Inspection Framework (EIF)** and the Schools' Inspection Handbook were published last May. Ofsted Inspection judgements will be based on four areas of scrutiny: (1) Quality of Education, (2) Personal Development, (3) Behaviour/Attitudes, and (4) Leadership/Management.

At the core of the new framework is the **Quality of Education**. This, like **Safeguarding**, is a limiting judgement, meaning if this is judged inadequate the school will fail the inspection, even if it excels everywhere else. Quality of Education will be based on the curriculum's Intent, Implementation and Impact – how these all knit together to give a quality education. In other words: what does the school want the pupils to learn? How do we know they have learned it? What difference is it making?

There are also more stringent safeguarding requirements which intend to enforce pupil and staff safeguarding awareness.

D-DAY HISTORY TRIP, YEAR 7-8

On Thursday, 4th July, Y7 and Y8 hopped eagerly into the minibus for what proved to be a delightful excursion to the D-Day museum in Portsmouth. A range of interactive content, including multilingual film and authentic memorabilia, held the students spellbound.



Chronological skills were developed by accessible timelines and records, while empathy and perspective were encouraged by a plethora of replicas and authentic artefacts, enhanced by the voiceovers in English, German and French. The repetition of the “Hail Mary” by soldiers close to death was a poignant reminder of the seriousness with which soldiers viewed their faith and a stimulus to remember our earlier assembly on Fr Willie Doyle, war chaplain.



We even had an unexpected opportunity to retreat to the sixteenth century in Southsea Castle, a military fortification just next door. The students were so busy finding the answers to their quiz on D-Day that we ran out of time and had to hop into the van- but not before Mr. Malliff treated the students to an ice cream! The Solent was a glistening sapphire, the museum many-faceted, the entire experience exhilarating.

Year 7 read several scenes of *Julius Caesar*, getting to grips with Elizabethan language and identifying the power of rhetoric. Here we see a sly **Mark Antony** (Ralph Morley) befriending the conspirators (**Brutus**: Peter Little; **Casca**: Yago Irache; **Decius**: Andrew Blatchford; **Cassius**: Jack Heath; **other conspirators**: Thomas Malliff, Joseph de Latour) around **Caesar's** (Joseph Gaskin's) dead body.



A TASTE OF DRAMA

St John Bosco thoroughly believed in the play as a means of arousing curiosity. To prepare and perform a theatrical play has a long tradition as an extra-curricular activity in schools. Being on stage and playing a role that is slightly or totally different from one's own personality and nature is an invaluable experience for every young person: What does my character think when he says this? How does this boy feel when talking to his father? How would I feel in such a situation? Finally, the curiosity goes back to the play itself as a work of art and a medium to transmit a variety of messages: What does the author mean by ‘gushing manner’? Why am I supposed to whistle before saying this?

The girls of Year 10 and Year 8 played an abridged version of Terence Rattigan's *The Winslow Boy* and have certainly enjoyed this activity. More than once they have asked me if I could not stay and prepare the next play with them in the new school year. Our young actresses went through an experience that made them feel like professionals: the tough job of learning many, many lines by heart, the slow process of gaining self-confidence on stage, the fun of experimenting with different gestures, facial expressions and tones of voice, the embarrassment of wearing a costume, the stage fright of the final day and, after all, the joy of having performed in front of a real audience. Well done, girls!

Mr Benedikt Hampel

Mr Hampel is a teacher of History and English from Germany. He assisted the staff of St Michael's School for three months; among his activities were the organization of a drama group and teaching of English as an Additional Language (EAL). Beginning in the upcoming school year, he will be teaching at the Society of St Pius X's girls school in Schoenberg, Germany, which is well known for paying special attention to extra-curricular activities for formation in an occidental Christian culture, such as participating in various theatrical and musical performances.



This year, the **Cambridge Latin Course** has been reintegrated into the school syllabus for Key Stage Three. Fr. Barrett has been teaching Year 7 and Fr. O'Hart Year 8.

Why is it important to study

Latin? To give one a basic knowledge of the prayers of the Liturgy? To prepare students, who may go on to study the classics, to be able to read works such as Cicero and Virgil? To provide a basis to learn the romance languages? Yes, these are all good reasons, but there are deeper reasons why we study Latin.

Reason 1: Latin helps language acquisition, and language acquisition gives students the mental habits to learn other skills. Students learn how to build new lines of thought, which helps them when they have to set their minds to other things in life. Why Latin in particular? Latin is a particularly good language for greater language acquisition and mastery because it is a "dead" language that no longer shifts and changes in structure, meaning an idiom and is therefore easier to study than modern, ever-changing languages!

Reason 2: Knowing another language allows us to better express ourselves in our own language. Up to 60% of English words are derived from Latin root words. Thus a simple word like "pater" furnishes us with a better grasp of terms such as patriarch, patriarchal, patriarchy, paternal, patrimony, patriot, expatriate, compatriot, patronize, and patronizing! We can see how Latin helps to expand a student's English vocabulary.

Reason 3: Latin develops and disciplines the mind. Mastering its syntax and structure helps us to become more logical, more observant, more organized, more analytical and accurate in our thinking and reasoning. Coupled with the access it gives to the history, folly and wisdom of the ancient world, we become (hopefully) wiser and more prudent.

Fathers Barrett and O'Hart attended the CSCP Conference (Cambridge School Classics Project) in Cambridge: a day filled with Latin conferences for teachers of the Cambridge Latin Course.

THEATRE TRIP - YEARS 10 -11

Everyone is familiar with *The Importance of Being Earnest* by Oscar Wilde, but did you know that the play was subtitled "A Trivial Comedy for Serious-Minded People"?

Our older students, principally Years 10 and 11, enjoyed a trip to the Watermill Theatre in Newbury and revelled in this tour de force of epigrammatic wit, which blends farcical romance with eloquent satire on Victorian mores.



We take a digital "peek" into Mrs. Withers' classroom to hear some of the GCSE students prepare for their oral examinations. Mrs. Withers is one of St. Michael's foundation stones. Having outlasted several headmasters, weathered many OFSTED inspections, and taught a generation of students, she is now enjoying seeing the children of former pupils return.....

Alors, Thomas, quelles matières trouves-tu les plus intéressantes et pourquoi?

A mon avis, j'aime le français....(c'est)la matière la plus intéressante...parce qu'il y a beaucoup de choses à faire...et plus, quand on va visiter un pays francophone, on peut pratiquer son français.

Exactement. Et comment est-ce qu'on pourrait améliorer ta journée scolaire, à ton avis?

A mon avis, je pense que la journée scolaire est trop longue, donc, je crois que....on peut terminer à midi. La récréation est trop courte, et j'aime le basket!....

Alors, on va parler un peu des jeunes qui ont un "job" le weekend. Tu as un petit job, toi, Thomas? Explique-moi.

Oui, je travaille dans un magasin (le) dimanche pour trois heures et dans une boulangerie-pâtisserie (le) samedi. Je gagne quatre livres par heure, et j'aime mon travail.

Après les examens, est-ce que tu as des projets?

Je vais commencer à étudier au lycée. Je voudrais étudier l'histoire et l'anglais. Après ça, l'université.

Merci, Thomas...Alors, Yago, parle-moi de la ville où tu habites.

J'habite à Madrid, la capitale d'Espagne. Je pense que c'est une ville très importante parce qu'elle est très belle, et elle est très grande aussi....

D'accord. Alors, quelles sont les avantages d'habiter dans une capitale?

Ah, les avantages sont, par exemple, à Madrid, on a la place « del Sol » où les madriléens se retrouvent le soir pour manger des délicieuses tapas, parce qu'il y a des tas de restaurants....

Est-ce qu'il y a des inconvénients quand on habite dans une ville touristique?

Il y a beaucoup de pollution, et il peut (y) avoir des personnes dangereuses.... mais je suis personnellement très content d'habiter dans une grande ville, parce qu'il y a beaucoup de gens- on peut avoir beaucoup d'amis.

Voyages-tu quelquefois pendant les grandes vacances?

Oui....souvent, je voyage. J'aime visiter la France, l'Angleterre et la Suisse.

Alors, parle-moi d'une région française que tu connais bien.

Euh.....Montpellier. Je pense que c'est très belle parce qu'il y a beaucoup de belles maisons anciennes.



The Primary School had a WWII theme day, enacting what they have learned in their history lessons. Mr. Keating gave them some first hand stories of how to dodge Messerschmitt bullets. His father, merchant navy officer, was killed in 1939, in the first months of the war. He had many memories of evacuation and rationing to share.



A survivor speaks!

Year 6's end of year and end of primary class excursion. "GoApe" with rock climbing, zip trekking and treetop adventures! When it comes to organizing fun days out, form teacher Mr Hooley is a maestro.



The Summer term's main event was our first Summer Fair. God blessed us with perfect weather. Thanks to a dedicated team of organizers and lots of ready hands to man the stalls, the fair was a resounding success, as the photos will tell. Children had a whale of a time!

The fair made a handsome £3232. Bear in mind that we spent over £500 on reusable items.

Local residents popped in and joined in the fun. They promised to be back next year. Hopefully, with good planning and generous effort we can make St. Michael's Summer Fair something the villages around look forward to and partake in.

The most successful stall by far was the "Refectory Bar" which made up 24% of total profits! Burgers sold for 10% of profits, and tea and cakes made up another 11%. In short, 50% of proceeds came from food and drink!

In all, the past six months have been very successful, not only in raising funds for the school, but also in organizing social events. The Gents evening in May netted £639.

Thanks to PTA activity and encouragement, a kind soul has offered to pay for new quality projectors in 4 classrooms. This has been a standing request from teaching staff for some time and we are very happy that we have been able to actively help make the children learning experience more efficient and enjoyable!

Mr Tom Cullen, PTA Chairman



Junior 1's making floral carpets for the month of June, dedicated to the Sacred Heart

Indomitable groundsman Mr. Keating continues working his usual 16 hours days on his beloved Kabota. At 89 years of age, he says that whatever the result of BREXIT, the grass will continue to grow with increasing speed. 6-7 acres to mow!





THE Refectory

Summer Fair 2019

Keeping pupils under control!

St. Michael's School, Harts Lane, Burghclere, RG20 9JW

Tel: (01635) 278137 * headmaster@sanctusmichael.com

Dear Friends and Benefactors,

Here is another newsletter to give you a peek into life at St. Michael's School. I am happy to include this insert, as it offers me the opportunity to thank you once again for your ongoing generosity. I wish I could write to each one of you individually, but time only allows me to assure you that, despite the absence of personal communication, you all remain very much in our thoughts and prayers, especially at the altar. Each First Friday Mass is dedicated to your intentions. I ask our Lord to bless you and reward you for your kindness. I know that He is particularly sensitive to the kindness shown to the most vulnerable of His flock. Our children are indeed very vulnerable little beings who are growing up in a society that is today bereft of God and when it comes to schools and education, that willfully seeks to instil ideas and morality that are harmful to their innocent souls.

There are very, very few educational institutions that actively seek to protect and nurture young souls in the knowledge and love of God and to pass on to them a Christian and Catholic understanding of life. Schools have become laboratories and workshops for a new world order in which truth and virtue are redefined. Children are taught new things that are contrary to their catechism. There is such pressure to conform to the new norms. How tremendously difficult for Catholic families to preserve their children's innocence and trusting attachment to truths that seem, today, so outdated and, for many, irrelevant. Everything seems out of kilter. Is it not easier to simply go with the flow?

Thank God, His mercy and His goodness for St. Michael's School! Parents can send their children to school with a light and happy heart, knowing that their children's souls will be safe. Pupils make good and wholesome friendships. Classroom learning takes place under the watchful eye of the crucifix and with due regard to the truths of Divine Revelation. Holy Mass is part of the weekly timetable. Priests are available for counsel, encouragement and confession.

The recent Ofsted visit and the favourable report that followed gives new prospects to St. Michael's. We have found a formula that gives security for the future in a world of moral upheaval and chaos. St. Michael's is a strong school that functions in an orderly and trustworthy manner. Divine Providence has helped us to become a vital tool for the present and future generations.

Your generosity allows families to send their children to a Catholic School. It allows us to provide the indispensable bursaries without which very few would be able to attend school. Private schooling is so very expensive. With the assistance of an independent bursary agency, the school works out in all transparency what families can afford, and "swallows" the rest. We then look to St. Philomena, who, in turn, looks for agents through which she can assist those who call upon her aid. Please be one of her agents so that families can send their children to a Catholic school. Over half of our budget this year depended on donations and a generous district subsidy to pay for the last summer's dormitory and bathroom renovation.

Thank you to those of you who have set up standing orders. Thank you to those of you who might consider renewing a one-time donation. Our Lord works through benefactors. You assist Him in His care of those dearest to His Most Sacred Heart.

May He bless, keep, guide and reward you for all you do.

Most gratefully and sincerely.

Fr. John Brucciani, Headmaster

Donation Totals from 01/12/17 to present

- **198 donors**, scope for many more!
- **£183,055 received.**

Deo Gratias!

Monthly Subscriptions

- **116 donors**
- **£4,604.00 / month**
- **Average: £40/month**



Important Maintenance Projects for the near future

HEATING CONTROLS CONTROL PANEL REPLACEMENT



After 15 years of service, the control panels are playing up more than ever. Replacement parts are no longer available. Energy efficiency is severely impacted, with random commands sent to the boilers. Oil prices have doubled in the last 9 months. Radiators are hot when they should be cold, and cold when they should be hot. Many a morning there is no hot water.

Replacement quotes range from £20K to £23K ex VAT.

LAUNDRY FACILITIES



Finally! After 30 years as a boarding school, St. Michael's has a dedicated laundry room. Thank you to Brother Gerard and Rev. O'Hart for the hours of loving labour! They installed board, insulation, floor heating and tiling, new wiring, plumbing, a sink, a large work surface, cupboards and new lighting. Thanks to their savoir-faire, they were able to adapt and make use of many second-hand donated items.

Total expense: £2300.

STAFF ACCOMMODATION RENOVATION

Three bedrooms are in urgent need of repair and decoration, so that we can use them for staff and visitors. They have not seen a lick of paint since the last millenium! We would like to :

- Repair water-damaged plaster
- Repaint walls, lay new carpets
- Estimated costs: £5000



GYM LOCKER ROOM

The gym locker room is still in the same state as when we purchased St Michael's in 1991. The showers and toilets were boarded up many years ago. The area is barely usable but sorely needed. We would like to:

- Install a new vinyl floor, preferably with drainage
- Install new sanitary facilities (showers and toilets)
- Install large sink for scrubbing and cleaning cadet and sports footwear
- Install new lighting
- Repair and paint walls and surfaces
- Acquire and install lockable lockers for pupils' private items (legal requirement for boarding schools)
- Aquire and install gym bench and shoe racks



NEWS ON CHAPEL ROOF



Deo gratias for structural engineers!

After the building surveyor warned us of impending collapse and gave us a hefty quote for a new roof and gable wall, a structural engineer revised the assessment. An elaborate system of bracing is enough to stabilize the chapel roof and avert danger of collapse. Monitoring remains necessary. Rev. Ogie O'Hart put his carpentry skills to work (his previous profession, before seminary). Ten days of hard labour along side Mr Martin and Brother Gerard have saved the school 10's of £1000's. The roof is now secure.

- Cost of struts and internal bracing: £1750
- Labour - £ Generous hearts

For the school year 2018-19, the school has relied on £270 000 in donations and district subsidies. Note that sizable capital expenses were incurred (refurbishment of bathrooms and dormitories last summer). Help us to help our children!

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 would like the charity to treat this donation [and all future donations until further notice] as gift aid donations.

Signature(s) : _____ Date: _____

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.

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 that we can thank you and include you in our prayers.