



Guided by the teachings of the Church we pray, work, celebrate, and care for each other and other people using the gifts we have been given by God the Father, Son and Spirit.

Key Dates

Mon 9th March	Science Boffins workshop - amazing opportunity for children during school time- £3.50 per family - please pay on ParentPay
Wed 11th March	Year 3 Sacramental preparation parent meeting at 2:45pm
Wed 11th March	Free Club for all pupils -3:20pm-4:15pm please complete the online form sent to all parents via MCAS/text
Thurs 12th March	EYFS Mother's Day afternoon tea - (for parents who have purchased a ticket on ParentPay) - followed by Stay and Pray (for all parents and children in EYFS)
Wed 18th March	Mass - led by Y5 - all welcome
Wed 18th March	Big Lent Walk - pupils can wear non uniform and pay £1 towards charity on ParentPay
Wed 18th March	Parent's Evening - bookable via MCAS (MyChildAtSchool) app
Frid 20th March	Down Syndrome Celebration Day Pupils may wear odd socks with uniform
Wed 25th March	Year 4 Parent Reading Workshop 9am in the school hall
Wed 25th March	Pledge a Pound - pupils can wear non uniform and donate £1 towards father Hudson's Caritas on ParentPay
Wed 25th March	Help Your Child Love Maths - Parent Workshop- 2.45pm
Thurs 26th March	Parishioners Easter lunch at 1pm in the Gap room/church
Frid 27th March	Year 5 Stations of the Cross assembly 9:30am - parents invited
Frid 27th March	School breaks up for Easter holidays
Mon 13th April	School open for all

Mrs Milligan and Mr Spindlow's Message

What a joy it has been to see our school community celebrating World Book Day! The children have embraced the occasion with such enthusiasm, coming dressed as their favourite characters and sharing their love of reading with one another. It's wonderful to witness the magic that books bring to our children's lives and to foster that lifelong passion for storytelling.

This week, we are delighted to share that Guardian Angels has been awarded a Bronze award for inclusive attendance. This recognition reflects the commitment of our families to ensuring children are in school, ready to learn. Attendance truly matters, and we're grateful for your partnership in supporting this important achievement.

As we journey through Lent, we have some exciting events coming up. On Wednesday 18th March, we invite children to participate in our Big Lent Walk in non-uniform for a £1 donation (payable on parentpay). This is a wonderful opportunity to reflect on our Lenten journey whilst supporting a meaningful cause.

Following this, on Thursday 26th March, we're hosting our Pledge a Pound non-uniform day to support Father Hudson's Caritas. For just £1 (payable on parentpay), children can help us make a real difference to those in need.

Thank you for your continued support of our school community.



This Week's Gospel



Today we hear Jesus talking to a Samaritan woman at a well. This story reminds us that God loves all people no matter where they are from.

John 4:5-42 (shortened version)

In Samaria he came to a town named Sychar, which was not far from the field that Jacob had given to his son Joseph. Jacob's well was there, and Jesus, tired out by the journey, sat down by the well. It was about noon.

A Samaritan woman came to draw some water, and Jesus said to her, "Give me a drink of water." (His disciples had gone into town to buy food.)

The woman answered, "You are a Jew, and I am a Samaritan – so how can you ask me for a drink?" (Jews will not use the same cups and bowls that Samaritans use.)

Jesus answered, "If only you knew what God gives and who it is that is asking you for a drink, you would ask him, and he would give you life-giving water."

"Sir," the woman said, "you haven't got a bucket, and the well is deep. Where would you get that life-giving water? It was our ancestor Jacob who gave us this well; he and his sons and his flocks all drank from it. You don't claim to be greater than Jacob, do you?"

Jesus answered, "All those who drink this water will be thirsty again, but whoever drinks the water that I will give him will never be thirsty again. The water that I will give him will become in him a spring which will provide him with life-giving water and give him eternal life."

"Sir," the woman said, "give me that water! Then I will never be thirsty again, nor will I have to come here to draw water."

"I see you are a prophet, sir," the woman said. "My Samaritan ancestors worshipped God on this mountain, but you Jews say that Jerusalem is the place where we should worship God."

Jesus said to her, "Believe me, woman, the time will come when people will not worship the Father either on this mountain or in Jerusalem. You Samaritans do not really know whom you worship; but we Jews know whom we worship, because it is from the Jews that salvation comes. But the time is coming and is already here, when by the power of God's Spirit people will worship the Father as he really is, offering him the true worship that he wants. God is Spirit, and only by the power of his Spirit can people worship him as he really is."

The woman said to him, "I know that the Messiah will come, and when he comes, he will tell us everything."

Jesus answered, "I am he, I who am talking with you."

Many of the Samaritans in that town believed in Jesus because the woman had said, "He told me everything I have ever done." So when the Samaritans came to him, they begged him to stay with them, and Jesus stayed there two days.

Many more believed because of his message, and they said to the woman, "We believe now, not because of what you said, but because we ourselves have heard him, and we know that he really is the Saviour of the world."

This Week's Attendance



Attendance Counts

Year Group	
EYFS	93.5
Year 1	92.1
Year 2	95.3
Year 3	92.1
Year 4	95.0
Year 5	96.8
Year 6	97.2

Our school attendance target is 95%. The overall attendance for last week was 94.6%.

It is really important that we continue to work together to do all we can to prioritise the children's attendance at school.

Attendance Support

Mrs Tennant and the attendance team are always available to offer advice and support to help ensure your child is able to attend every day and reach their full potential. To book an appointment, please call the office on: 0121 747 2782

SPOTLIGHT ON PERSISTENT ABSENCE

What is persistent absence?
If your child takes too much time off school they will become categorised as PA or persistently absent.
(Attendance below 90% = persistent absence).

Missing school will make your child fall behind in lessons and will impact on their academic progress and achievement. Don't allow your child to become a PA student.

This table shows how many days missed each half-term will make your child a PA student:

How many days will make my child a persistent absent student?	
Half-term 1	3 ½ days off school from September until October half-term holiday will make your child a PA student.
Half-term 1-2	7 days off school from September until the Christmas holiday will make your child a PA student.
Half term 1-3	10 days of absence from September until February half-term will make your child a PA student.
Half term 1-4	12 ½ days of absence from September until the Easter holidays will make your child a PA student.
Half-term 1-5	15 ½ days of absence from September until May half-term will make your child a PA student.
Half-term 1-6	19 days of absence for the full academic year (September to end of summer term in July) will make your child a PA student.



Safeguarding Tip of the Week

PACE
www.SocialWorkersToolbox.com

SUPPORTING CHILDREN WHEN BEHAVIOUR IS DRIVEN BY EMOTION
Some children have experienced trauma, loss, disrupted attachment or stress that feels too big. When children feel unsafe, their behaviour is often driven by emotion rather than thoughtful choice. They need adults who stay calm and steady. PACE helps children feel safe enough to learn and change.

P - PLAYFULNESS
Many children who have experienced shame or rejection expect anger or criticism. A gentle tone and relaxed posture send a different message - you are safe with me. Playfulness means bringing warmth and lightness to your tone and body language when it is appropriate.
Playfulness:
• Reduces defensiveness
• Lowers shame
• Keeps the relationship open during difficult moments
This might look like:
• A calm, friendly voice
• A soft facial expression
• Gentle humour when the child is settled enough
• Sitting alongside rather than opposite

A - ACCEPTANCE
Acceptance means recognising and respecting the child's inner experience. Children need to know that their emotions make sense, even when their behaviour needs guidance. Acceptance does not mean agreeing with the behaviour. It means separating the child from what they have done.
Acceptance:
• Builds security
• Reduces shame
• Helps children feel valued
This might look like:
• Naming the feeling - "I can see you are really angry."
• Staying calm when emotions are strong
• Holding limits without rejecting the child
• Making it clear that the relationship remains safe

C - CURIOSITY
Curiosity means wondering about what is happening underneath the behaviour. Challenging behaviour often communicates distress, fear or unmet need. When adults move quickly to judgement, children feel misunderstood. When adults stay curious, children feel seen.
Why it matters:
• Slows things down
• Reduces blame
• Encourages understanding
What it looks like:
• "I wonder if that felt unfair."
• Gentle questions
• Listening more than talking
• Understanding before giving consequences

E - EMPATHY
Empathy means showing that you understand how hard something feels. When a child is overwhelmed, they borrow the calm of the adult. Your steady presence helps their body settle.
Why it matters:
• Builds trust
• Supports emotional regulation
• Helps children feel less alone
What it looks like:
• Steady voice
• "That sounds really hard."
• Staying emotionally present
• Helping the child move through feelings safely

REMEMBER:
Children need both connection and boundaries. Connection creates safety. Safety makes change possible.
Based on the PACE approach by Dr Dan Hughes

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E - Empathy
REMEMBER: Children need both connection and boundaries. Connection creates safety. Safety makes change possible. Some children have experienced trauma, loss, disrupted attachment or stress that feels too big. When children feel unsafe, their behaviour is often driven by emotion rather than thoughtful choice. They need adults who stay calm and steady. PACE helps children feel safe enough to learn and change

E- Safety Tip

10 Top Tips for Parents and Educators
CREATIVE WAYS TO ENCOURAGE READING

Reading regularly has a life-long impact, yet recent data from the National Literacy Trust shows a decline in reading for pleasure among 8- to 11-year-olds, with just 32.7% enjoying it in 2025. Despite growing distractions, there are practical ways adults can spark a love of reading. This guide offers strategies and resources to help inspire young readers.

- 1. VALUE ALL READING**
When we think about reading, it's easy to focus on the pleasure of reading a fiction novel. But reading can be much more than that. To help children understand why we should read, try asking them to read a 24-hour diary. Can they read to make a 24-hour diary? If not, they can't read to make a 24-hour diary. By doing this, you can demonstrate how many ways we can read.
- 2. WIDEN THE SELECTION**
Once we know reading can be varied, we need to think about the selection of reading material they can access. What if they're not interested in fiction? And a bookshop is not always the best place to go. Consider what is available within their reach. They might be surprised to find a range of material that is accessible within their reach. They might be surprised to find a range of material that is accessible within their reach. They might be surprised to find a range of material that is accessible within their reach.
- 3. GIFT A BOOK**
One simple way to encourage reading is to send books to children. Books make value and shows it's something to be treasured. When it's a reward for a good behaviour, it's a gift. Let the young person choose a title or book and you know they will enjoy. You could also include a personal note inside.
- 4. CONNECT WITH AUTHORS**
Meeting authors can certainly open an interest in their reading material. This might be through a live event or a bookshop that is using the wealth of online material that is now available. Encourage young people to look for ways to connect with authors using free resources such as Author's Read and Instagram's Children's Author Live.
- 5. BUILD YOUR KNOWLEDGE**
Advance training about reading for pleasure to widen your understanding of this topic and, more importantly, how to develop it. Explore a wide range of free resources that can be found online. The more you know, the better placed you are to inspire a love of reading in others.
- 6. TALK BOOKS**
There are times when we need children to read and think about what they are reading. We know that reading is a social experience and we need to create a space where children can talk about what they are reading. We need to create a space where children can talk about what they are reading. We need to create a space where children can talk about what they are reading.
- 7. RECOMMENDATIONS**
As well as talking about the content of books, we can also talk about the way they are written. This can often be a fun way to engage children. We can often have you read a book or even because we can talk about the way they are written. We can often have you read a book or even because we can talk about the way they are written.
- 8. GO DIGITAL**
With the rise in online digital material, we can now find a wealth of opportunities. Resources are now available that can be used to engage young people. They can read along with audiobooks, listen to audiobooks, and use digital resources like YouTube and apps that can be used to engage young people. They can read along with audiobooks, listen to audiobooks, and use digital resources like YouTube and apps that can be used to engage young people.
- 9. RECONNECT**
There are times when we need children to read and think about what they are reading. We know that reading is a social experience and we need to create a space where children can talk about what they are reading. We need to create a space where children can talk about what they are reading.
- 10. LEAD BY EXAMPLE**
Let them see you reading. If you make time to read, you send a strong message to children reading. Reading, show why you enjoy it. It's to read, escape the world, learn something new or to be entertained when children are reading as a normal and valued part of everyday life. They are more likely to read if they see you reading.

Meet Our Expert
Carl Pattison is a literacy adviser and early reading expert at The National College. Through his programmes, he supports schools to enhance reading and literacy skills in their children. He is also a member of the strategic lead for English and Literacy in the National Literacy Trust.

#WakeUpWednesday The National College

Twitter: @wake_up_weds Facebook: www.thenationalcollege Instagram: @wake.up.wednesday TikTok: @wake.up.weds

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Reading is one of the most powerful skills children can develop. Just a few minutes of reading each day helps build vocabulary, strengthens imagination, and boosts confidence across all subjects—not just English. Stories expose children to new ideas, emotions, and perspectives, helping them grow into curious, empathetic learners. Whether it's a bedtime story, a comic, or a favourite series, every page counts. Making reading a regular part of home life not only supports academic success but also nurtures a lifelong love of learning.

Last Week's Awards



Virtues Award

EYFS - Senali
Year 1 - Za'rae
Year 2 - Millie
Year 3 - Daniel
Year 4 - Aoife
Year 5 - Eden
Year 6 - Mila'rai



Reader of the Week

EYFS - Ilerioluwa
Year 1 - Melody
Year 2 - Erin
Year 3 - Zane
Year 4 - Hosanna
Year 5 - Freddie
Year 6 - Layla-Rose



PE Star of the Week

EYFS - Soraya-Summer
Year 1 - Medley
Year 2 - Harry
Year 3 - Layla-Mai
Year 4 - Millie-Mae
Year 5 - Jack
Year 6 - Ogooluwa

Star Pupils

EYFS

Keyanna and Riley

Year 3

Jarvis and Kenzo

Year 1

Nicholas and Ka'Oir

Year 4

Harry and Darius

Year 2

Jaxson and Aiyza

Year 5

Blake and Michalina

Year 6

Oliver and Amelia N



Birthday Celebrations

Miley Mae & Chloe (EYFS)
Zyon (Year 1)
Daniel & Isla (Year 3)
Mia (Year 6)

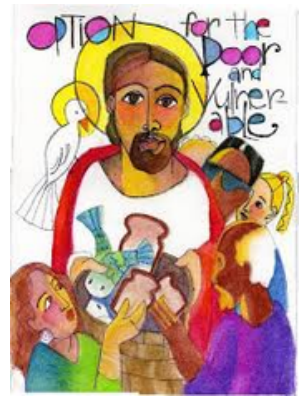


Best Wishes from your Guardian Angels Family

Catholic Social Teaching

Options for the Poor and Vulnerable

God wants us to help people who are poor, who don't have enough food, a safe place to live or a community.



Virtues this Half Term

Intentional and Prophetic



Intentional: planning our actions and choosing to live how God wants us to.
Prophetic: spreading the word of God through how we live our lives.



Caring God, fill our hearts with love for all your people. Move us to treat all people with kindness and respect and to work to make the world a better place for everyone to live in. Amen

Have a lovely weekend and God Bless
Mrs Helen Milligan, Mr Spindlow and
all the staff at Guardian Angels

Other News



Part of the
National Year of Reading 2026

**GO
ALL
IN.**

The National Year of Reading 2026 is the biggest campaign in a generation designed to help more people (re)discover the joy of reading and make it part of their everyday lives. Keep an eye out for events during the year and join us on our reading journey!

2026 book missions



 **BookTrust**
Getting children reading

January

Read a book that makes you laugh!



February

Tell someone about a book you love



March

Join the World Book Day celebrations



April

Read a book because you love its pictures



May

Read a poetry book or a verse novel



June

It's a summer of sport! Read a sporty book



July

7 July: A new Children's Laureate is here! Read one of their books



August

Read a book outside! What's the most unusual place you can find?



September

Send a letter or a drawing to your favourite author or illustrator



October

Read a scary book for Halloween!



November

Read a non-fiction book and tell a friend a cool fact



December

Swap your favourite book with your friends



My favourite books of the year are...





SCIENCE WEEK 2026

MONDAY 9TH MARCH - FRIDAY 13TH MARCH

States of Matter workshop -
£3.50 per family.

Please refer to Parent Pay to make the payment.

Learning about atoms and the three states of matter,
this workshop features dry ice burps, giant bubbles and
fire extinguishers, plus each pupil gets the chance to
make instant ice cream!

Bring in a white shirt to school
to create your own Lab coat!
You can wear this as you take
part in your Scientific
activities!

Parent/Carer Workshops

Join our free Parent/Carer Workshops for practical tips, simple strategies and up-to-date guidance to help your child thrive.

These friendly, expert-led sessions cover key topics such as online safety and emotional regulation, giving you the tools to feel informed, confident and supported.



Online Safety

Learn about digital safety for kids including impact of screen time, apps, gaming, AI risks, cyberbullying and gain practical tips to create a safer digital environment at home

Date: Wednesday 25th February 2026

Time: 9:30-11:30am

Emotional Regulation

This workshop covers emotional regulation in children, causes and signs of dysregulation, the nervous system's role, and practical strategies to support healthy skills.

Date: Wednesday 4th March 2026

Time: 9:30-11:30am

Managing Worries/Anxiety

This workshop covers understanding anxiety in children, its causes and signs, and offers practical tips and strategies to help manage worries effectively.

Date: Wednesday 11th March 2026

Time: 9:30-11:30am






Register for the workshops here:

Scan me



Stay Connected!

Compass
Birmingham
Mental Health Support Team

-  birminghammht@compass-uk.org
-  0121 227 8254
-  www.compass-uk.org
-  Instagram: @compassbmht
-  Facebook: @compassbirminghamMHST



ROCK YOUR SOCKS

IT'S WORLD **DOWN** SYNDROME DAY!

Friday 20th March
come to school in your odd
socks!



WORLD
DOWN
SYNDROME
DAY

The page is framed by a decorative border consisting of small blue and yellow hearts and handprints. At the top, there are several larger handprints in blue and yellow. At the bottom, there are more handprints, some with hearts on them. The background is white with a faint, large handprint watermark in the center.

Challenge 21!

Down's syndrome is caused by the presence of an extra copy of chromosome 21. Therefore, we are going to complete a selection of challenges in school that are based on the number 21! So, why don't you challenge yourself at home and have some fun!

Here are some ideas:

- 21 exercises
- 21 dance moves
- 21 acts of kindness
- 21 days without your favourite things: chocolate or social media.
- 21 chores around the house.

You can also create your own challenges based on the number 21. We would love to see what you get up to, so please let us know.

More information can be found at:

<https://www.downs-syndrome.org.uk>

Thank you for your continued support.