

News

20 January 2016
Edition 4.8



From the Headteacher

Dear parents and carers,

A belated happy New Year to all Nobelians – students, staff, parents and carers.

It has been, as you might expect, a busy start to 2017. Our students have returned to school enthusiastically and we are really excited about working closely with them to ensure that all our students are making ‘expected’ progress. Students and parents in years 8, 9 and 11 have already experienced our new targeted approach to the traditional parents’ evening and we are convinced that this will prove a subtle yet significant change to the way we communicate with home. In all my conversations this innovation has proved very popular with Nobelians who, as yet, are not making expected progress – discussions were frank and supportive and in all cases have further developed the partnership between school and home.

However, not surprisingly, it is interesting to note that the two most significant barriers to progress are behaviour and attendance. As I have said to you on many occasions before, if students come to school, behave themselves and are ready to learn, then our expert staff will do the rest. In short, there is absolutely no reason why all our students shouldn’t make better than expected progress while they are at Nobel. I spoke to all our students about this in assemblies last week. Having said that, it is still the case that over 50% of our students have not received a single behaviour point since September – this is fantastic and those students are to be congratulated, well done. On a separate note, we became a foundation school on 1 January - have you noticed any difference?

Essentially, foundation status will not affect the day-to-day running of our school. It has effectively given us more autonomy on admissions and the ownership of our site. In terms of admissions, we will be administering ‘in-year’ admissions so we can make sure that our over-subscribed school is full at all times. This maximises our income and therefore gives us the resources to plough into academic progress. As we said to you during the consultation process we will always make sure that we do two things before changing the status of the school. Firstly, we will always consult with you about any proposed changes and secondly, we will only choose to change our status if we are convinced it will help us to provide a better education for our young people; the school is about them and their futures.

Furthermore, managing our own in-year admissions is a very sensible change. It will enable us to remain ‘full’ at all times and therefore maximise the revenue coming into the school. That said, as one of the largest secondary schools in Hertfordshire, it is definitely the case that we are reaching our capacity. However, with dwindling school budgets and pessimistic economic forecasts, we may still need to look at how we might increase this number, without increasing the staffing costs.

Although things look bleak nationally, I do need to stress that our lovely school continues to thrive as we look forward to some more fantastic examination results in the summer. Thank you as always for your continued support

Warm regards,

Martyn Henson

Year 8 celebration breakfast

On Wednesday 21 December, we were delighted to mark the success of a number year 8 students who have made excellent progress in their lessons. The students and their families joined the headteacher for a celebration breakfast. Mrs Evans, newly appointed Head of Year 8, commented that she is very proud of these students as they have not only worked hard in their lessons, but shown exemplary behaviour and attitude to learning.

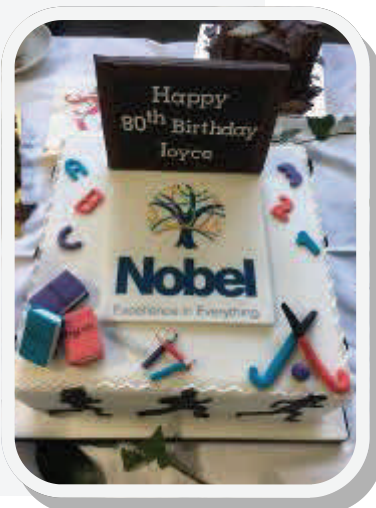
Anjum Ahmed
Abidah Begum
Tahmina Begum
Florence Cave
Ahmed Eid
Sahil Gaikwad
Ellie-Jane Hearnden
Victoria Hope
Isobel Larking
Alex Marshall



Emily Osborne
Ellie Owers
Kaitlin Peebles
Archie Robson
Mia Scott
Eve Sidebotham
Connor Stout
Deziyer Thomas
Sam Whitby
Ellie Winn

A Christmas gathering

A coffee morning on the penultimate day of the Christmas term has become a tradition at Nobel. Former colleagues, some from more than thirty-five years ago, met newer staff amidst holly and ivy, mince pies, chocolate logs and panettone. Old friendships were joyfully renewed. This year we also celebrated the eightieth birthday of Joyce Vernon, an inspiring head of PE for many years, who had also taken generations of students on skiing trips before becoming SEN Co-ordinator. Joyce, tireless and timeless, looks no different now than when she taught here. A happy and convivial occasion was enjoyed by all as friends and colleagues old and new reminisced, celebrating together their lives at Nobel.



Year 11

A warm welcome back to the year 11 students who will undergo what is both their last full term and arguably the most important term of their lives in the approach to their GCSE examinations. I was exceptionally proud of the year and their conduct in December. While other students may have the mind set of winding down for Christmas, this was the complete opposite for the year 11 cohort as they participated in their mock examinations right up until the last day of term for some students. Excellent behaviour included getting ready for exams, gathering in the hall, names being called, entrance and exit to the exams in an organised and respectful manner, which was impeccable, and we had some fantastically positive feedback from the exams officers on this.

An important date for the diaries is Friday 20 January which is the year 11 mock results day. This will involve year 11 being off timetable period 5 where they will go and collect their results and be involved in both reflective thinking activities and practice applying for the next steps of their lives. This could involve sixth form application, college courses or apprenticeships, where students will be guided and supported through the process. This data will help plan and prepare for the real thing which is scheduled to start week beginning **15 May**.

May I remind students, parents and carers that the Form + intervention scheme is back on again this term along with regular after school interventions for specific subjects. Please support your teachers, but more importantly help yourselves to make maximum progress, by attending these sessions consistently.

May I also request that all Formal payments should have been made by the end of the month otherwise your child will not be able to attend the end of Year 11 Formal. We are also looking into ordering Yearbooks and Leavers 'hoodies' if students would like one with more information to follow.

During my assembly on the first Tuesday back (10 January) we saw that there are 128 days left until the exams begin, but with the inclusion of holidays and weekends that is reduced to 74 days. 74 days left of year 11 is not long and maximum effort is paramount for all of our students on a daily basis to make maximum progress. We must make best use of all of our time, whether it be during form, or in the evenings to plan and prepare for every week. Look to change and adapt timetables for homework and revision, take time to look after ourselves with health related exercise, the correct diet, breaks in between revision and performing at our optimum. Timetable your down time and make the most of that too. Use information from study sessions and put it into practice. The Studyflex course that ran in November talked about repetition, how your brain remembers better from your own handwriting and the importance of being self aware. Be brave and associate with someone who will help you do your best not just your friends. Be your own person. Remember the 4 'R's of success. **Reduce** it, **Really** understand it, **Remember** it and **Rehearse** it. We also discussed short term memory and how it decays and dies whereas long term memory will stay. Hence why last minute cramming is not good revision, study reading is not good revision whereas skim reading the key points will be more effective along with repetition to get facts into our long term memory. Form tutors, key workers, subject staff, Mr O'Neill and I are all at the ready to support students in whichever way we can, but it is also down to you to organise, prepare yourselves and consistently work hard to get the best GCSE results for you.

Mr Spence

Head of Year 11

Festive cheer

On Wednesday 14 December, the Nobel music department were invited to perform festive tunes at the local Bupa care home. This being the third consecutive year which we have been invited, of course we were delighted to return with an even bigger group of performers. Alongside our fantastic year 7 and 8 choir which contains a record 37 students, this year we also took the newly formed Nobel Wind band run by Sue Pettitt, our resident woodwind teacher. In total we had roughly 40 students perform and the care home was full of festive cheer and lively teenagers. At the end of our performance one of the residents at the care home gave a short speech proclaiming how much she had enjoyed our visit and how it had lifted the spirits of all the residents at the home. This opportunity was a great chance for Nobel to continue with outreach work in the local community and we look forward to heading back again next Christmas.

Miss Woodhouse,

Teacher of Music



Friends of Nobel School 100 Club Winners for December

40	Inma Rioja	£36
100	Donna Dance	£28

WOW!
word of the week

A is for... ambivalent
adjective

having mixed feelings or contradictory ideas about something or someone.

"some loved her, some hated her, few were ambivalent about her"

Mr MacGuire
Lead Practitioner, English

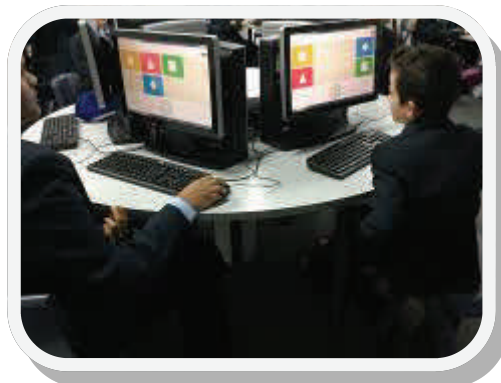
Kahoot visit

On Thursday 15 December, three staff from the online platform Kahoot! came to see Y7X/Fr2. Kahoot! allows users to create quizzes and surveys. They just launched a new form of quiz called “Jumble”. Our Y7 students were the first ones to play a couple of Jumble quizzes in the presence of the people who created “Jumble”. Y7 were fully engaged in the quizzes and got very competitive. It allowed them to revise French numbers and key sentences in an engaging way.

Stephanie, Erika and Adam – from Kahoot! – asked questions to the class, looking for feedback and opinions. Y7 students gave useful feedback. Afterwards, they were able to ask questions and they asked some very good ones! Thank you to the Y7 for being so engaged and for responding so well to the visitors.

I know that the team from Kahoot! really enjoyed their visit at Nobel.

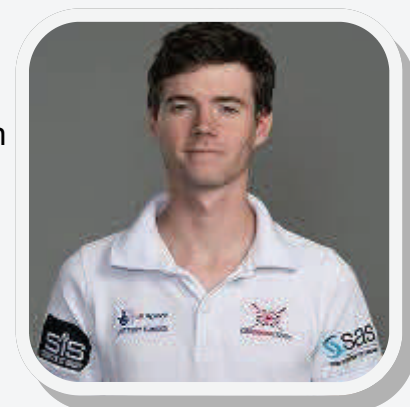
Ms Grandemange



Oliver James MBE - Nobelian, World Champion and Paralympic gold medal winner

Our warmest congratulations to Nobelian Oliver James who was awarded an MBE for his career and achievements to date in the 2017 New Year’s Honours list. The recognition comes after Rio 2016 which saw Great Britain become the first host nation in history to better its Paralympic medal haul at the next Games, with Great Britain finishing in second place on both the Olympic and Paralympic medal table with 214 medals overall and 255 medallists. Together with teammates James Fox, Pam Relph, Dan Brown and Grace Clough, coxswain Oliver James defended Great

Britain's Gold from London 2012 in the mixed coxed four adaptive rowing team, finishing ahead of the USA and Canada. To boot, Oliver had previously won three world championships in the same role!



The value of international learning partnerships



Given Nobel School's latest success in becoming an International School (intermediate level) Mr Pellett writes of his and Mrs Swaile's recent visit to Stevenage's twin town, Kadoma, and Nobel's partner school, Rimuka 1 High School, Zimbabwe.

Stevenage Day – Kadoma style!

The intense Zimbabwean sun baked the dust of Kadoma's town square; 42⁰C of savannah heat to be exact. African drumming echoed through the streets; traditional music from mbira and hosho accompanied the majorettes as they paraded energetically and colourfully in front of the growing crowds. Central to the proceedings, sat six 'murungu' (*Shona for white person*) teachers sweltering in the African sun. "Welcome to Stevenage Day!", the MC boomed over the microphone.

The scene was about as far removed from Stevenage as I could possibly imagine; the climate, the culture, the people, the environment. Yet, what happened in that town square in the following few hours proved that physical distance (about 5,186 miles as the crow flies) is no barrier to the value of 'learning partnerships'. Safe to say, the partnership that began in 1989 between Stevenage and its twin town Kadoma, Zimbabwe, is going from strength to strength.



A brief history of the Stevenage Kadoma Link Association (SKLA) and Zimbabwe

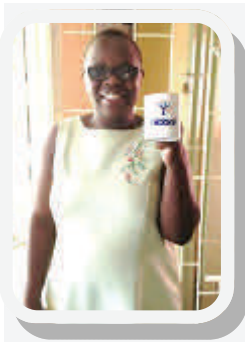
The journey for these six Stevenage-based teachers began almost 30 years ago. The Stevenage-Kadoma Link Association (SKLA)

began in 1989 dedicating itself to the development of a mutual awareness of the cultural, social, political and economic conditions in both towns in a spirit of friendship. Over the years the two towns have both sent and received delegations and resources from a variety of aspects of society; from firefighting equipment to library books, performing arts groups to football teams, church groups to councillors. And whilst teachers have also been actively involved in such visits in the past, the latest party of teachers from Nobel School, Barnwell School, Ashtree Primary School and Greenside Specialist School, is the most significant to date.

You see, since 2002, not only have the towns of Stevenage and Kadoma mutually benefitted from the link but so too have



many primary and secondary schools. Many are now directly linked with each other in a bid to establish meaningful learning partnerships between our schools. In fact the Nobel School plays a significant part in the history of the link. In 1994, the then Head teacher Mr Leslie Rose, visited Kadoma. That same year the school fees scheme was suggested and two years later established whereby Stevenage-generated funds would be sent to pay for the schooling of underprivileged, disadvantaged children of Kadoma, many of whom are orphaned due the impact of HIV/AIDS. Following this, in 2002 Nobel School led the way in partnering with a school in Kadoma - Rimuka 1 High School – located in the overpopulated, under-resourced high density suburb of Rimuka.



The suburb of Rimuka was our home for the 13 day visit, staying with our host families all of whom were teachers in our partner schools. I was humbled by the hospitality and generosity shown by people that do not have running water in their homes. Living conditions are very poor and bear little resemblance to those that we take for granted on a daily basis.

Kadoma (or Gatooma as it was known) has a rich colonial past. The 'City of Gold' sits on mineral fertile



soils, boasting gold, platinum, nickel and chrome. Primary industries of mining and agriculture dominated the landscape and the economy. In fact, Zimbabwe (or Southern Rhodesia as it was known) has been well-documented as the 'breadbasket of Africa', leading the world in exports such as beef, tobacco, cotton and more. All this makes the current reality for the 92,469 (Zimbabwean census, 2012) strong population of Kadoma all the more difficult to stomach. Upon arrival to Kadoma I was first struck by the vast swathes of people lining the dusty, pot-holed streets. Most sat on pavements, whilst some at wooden stalls, selling seemingly one of three variants: fruit and vegetables, pre-owned clothes and shoes, or second hand mobile phones. Official government statistics reported during our stay stated that the unemployment rate of Zimbabwe had stabilised at 11-12%. This seemed so far removed from the truth that it felt laughable. Read the report further and the opposition figures put unemployment levels at between 80-90%. Unfortunately, the latter appears far closer to the truth. The once thriving mines are now mostly disused shells that scar the savannah landscape.

The economy has failed to recover from the huge crash of 2008 when hyperinflation reached a peak of 11.2 million percent. At this time one egg cost 50 billion Zimbabwean dollars. Hyperinflation in Zimbabwe gained momentum in 2000 when Robert Mugabe, who has been the country's President since 1987, changed his economic policy and implemented land reform. Mugabe granted farmland owned by white citizens to indigenous black Zimbabweans (including his own allies), who were either uneducated and/or knew very little about farming. As a result, Zimbabwe turned from an agriculture exporter into an importer, which resulted in 94 percent unemployment and hyperinflation. The country abandoned the Zimbabwean dollar in 2009, adopting the US dollar.

Sadly therefore, the future appears bleak for a Zimbabwean child. This is accentuated in Kadoma where the child population is recorded at 43.1% (2012). This is where the SKLA and our visit can play a really important role. Now, let's head back to Stevenage Day.

Stevenage Day – Partnerships

"Ladies and gentlemen, boys and girls, my name is master Dhavi and I am here today to present my speech entitled 'partnerships'", confidently declared young 10 year old Dhavi of Lady Tait Primary School, Kadoma (partnered with St Nicholas C of E School, Stevenage). "Partnerships are essential to day to day living. In fact they help us to discover what we have in common with other people. These partnerships reduce ignorance among our people. It even reduces stigma. Teachers from Stevenage and Kadoma are teaming up to form greater education. Children from our schools are improving in their education. They can exchange experiences through partnerships. Enhanced cultural exchanges reduce the gap between the first and the third world."



This was just one of many powerful speeches that highlighted beyond all doubt the value that the children of Kadoma place on

the learning partnerships that exist between our schools. One further example holds fast in my memory:

“A marvellous day to you all. Ladies and gentlemen, boys and girls, my name is Natasha and I am here to present my speech entitled



‘Stevenage – a hope for a Zimbabwean child’. In 1989 a hope was born when Kadoma was twinned with Stevenage town of the United Kingdom. The link symbolises change. Change has been passed onto the children of Kadoma. They have assisted a lot of children here in Kadoma by paying their school fees which has brought hope on the Zimbabwean child. With the likes of Lewis Hamilton, Formula 1 World Champion, and Ian Poulter, a five time Ryder Cup winner, being born in Stevenage, it just shows what a great place Stevenage is, and is definitely of great benefit to us here as children of Kadoma. Thank you Stevenage, may God bless you.”

School fees

The school fees scheme is a very tangible way in which this partnership can bring about change and hope. I was told that the basic fees for primary and secondary schools are US\$30 and US\$60 per term respectively. However, the Zimbabwean crash of 2008 and the subsequent shift away from the Zimbabwean dollar to the US dollar meant that the value of the

Zimbabwean currency became uncertain and costs of living, including school fees, rose. In a cruel twist of fate, this coincided

SURNAME	NAME	CLASS	SEX	REASON
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perfectly with the western world’s own credit crisis. As a result the amount and value of the school fees scheme monies sent to Kadoma in recent years has plummeted. For example, the Deputy Head Teacher of Waverley Primary School (twinned with Aston St Mary’s Primary School) explained how in 2009 the SKLA funded 22 beneficiaries. In 2016 that number is only five. Whilst I hold huge hope that Stevenage and Nobel School specifically can go some way to increasing the funds raised for school fees for the children of Kadoma, the purpose of this visit was far deeper than purely financial assistance. We set out to develop ‘people to people’ links; sustainable, ongoing relationships between our learning institutions through interacting, engaging and immersing ourselves within the culture, character and cultural nuances of Kadoma in general and Rimuka 1 High School in particular.

Teaching and learning at Rimuka 1 High School

Similarities and differences between Nobel School and Rimuka 1 High School can be found. Both have approximately 1300 students on roll. However, due to the lack of resources and infrastructure, Rimuka 1 operates a two session system: session 1 runs from 7am until 12pm, session 2 from 12pm until 5pm. Teachers are expected to be at school for the entire working day, although most often they will only be teaching during one session. Lessons are 35 minutes in length which means that there are 8 lessons in each session. Rimuka 1 offers many of the same subjects that we do at Nobel.

These are taught at both O-Level (equivalent to GCSEs) and A-Levels. All O-Level and A-Level syllabi are available on the Zimbabwe School Examinations Council (Zimsec) website (www.zimsec.co.zw).



The Head teacher, Mr Makamure, delighted in telling us about his school, but recognised that they face many challenges. The school's number one priority is to develop an ICT block and gain access to more computers. Currently the only computer suite also doubles up as the school library and consists of about 12 desktop computers. As such, only a very limited number of students are able to study 'Computing' in curriculum time.



The lack of resources was certainly something that I had expected to experience before setting foot in Rimuka 1. However, it was still very striking. The classrooms themselves are nothing more than a brick shell and a blackboard. I recall watching my Form 5 (year 12) class that I was teaching take their chairs from my lesson to their next. The science laboratories were rundown and lacked basic equipment. The sports field consisted of one badly damaged football goal. Teachers have relied upon textbooks donated from NGOs like Oxfam and World Vision. In every subject area there is a critical lack of textbooks. It was common to observe a class whereby three or four students were crowded around a single dishevelled book.

However, none of this seems to diminish the students' enthusiasm or thirst for learning.



We were privileged to be able to observe many lessons and without exception, attitudes to learning were excellent. This was displayed through their behaviour, book work and engagement levels. Respect for their teachers and for their education was outstanding. The character of the students, which we value highly at Nobel also, was clearly seen; students were polite, opened doors, smiled and acknowledged you, and wore their uniform with pride.

Personally, teaching in these conditions put me completely outside of my comfort zone. Teaching Form 5 students (year 12) at 7am for a double lesson on the global atmospheric heat budget with nothing but a blackboard, a piece of chalk and a tattered copy of David Waugh's 'Geography: An Integrated Approach' was an intriguing professional challenge. In my ten years of teaching I have become reliant upon technology. Where were my PowerPoint and projector? How could I explain such a concept without playing a variety of YouTube clips? What about photocopied worksheets? How could students research these concepts without the Internet?

These though are the conditions that our Zimbabwean colleagues are teaching in every day. Given the lack of resources it is understandable that the majority of the lessons we observed were taught in a 'lecture' style, quite literally 'chalk and talk'. But the Rimuka students know no different and they show the greatest of respect for their teachers and their education. However, I was determined to plan and deliver lessons that engaged the students in their learning in different ways, giving them a flavour of the

the style of teaching that a Nobel student experiences every day, albeit without technology.

After careful thought I was pleased to have planned my lesson that enabled students to think critically, develop geoliteracy and be active learners. The students ended up moving around the classroom modelling global atmospheric cells as I used the concrete floor as my GIANT blackboard. Ironically, this is something I couldn't have done so easily at Nobel!



Mrs Swaile and I also did some team teaching of Forms 1 and 2 (year 8 and 9 respectively). Prior to leaving for Kadoma, 7MHWE and 7MSHS

began learning about Rimuka 1 High School. They each wrote a letter introducing themselves and telling students of Rimuka about their lives in Stevenage and at Nobel School. We took their letters, along with photos and descriptions that the students had created, and used them as teaching resources, allowing the students of Rimuka to learn about the culture and way of life of Nobelians. They were, as ever, incredibly keen and interested to learn about their partners. They were also all desperate to write letters back to our year 7s and become pen pals. In fact many students across the school were keen to become pen pals.

We had the great privilege of addressing the entire school one day during their whole school assembly.

Assemblies can only occur in-between school sessions, at about 12pm, when all students are on site. The whole



school stand outside in the heat and begin by singing the national anthem of Zimbabwe in both Shona and English followed by reciting the national pledge and Lord's Prayer. In addition to the standard messages from various members of staff we were also treated to a performance from the school's traditional dance and music group. One of my lasting memories is being ushered onto the dusty 'dance floor' by the traditional performers and taking part in an impromptu dance-off!

Embarrassingly, video footage is available and seemed to go viral across Rimuka on WhatsApp!



What does the future hold for the link?

So what of the future of the link? The theme for Kadoma's 'Stevenage Day' this year was 'People to People: Learning Together'. The links between our towns and schools are only ever as strong as the people who are directly involved and the relationships that are formed. Whilst all other links between English and Zimbabwean towns have disappeared (and there were some), the Stevenage-Kadoma link has gone from strength to strength due to the involvement of so many different community groups over the years. Mutual friendships and bonds have developed. I feel privileged to have been involved in this educational chapter in the link's history. The challenge for Nobel School is to develop this link so that our staff and students can learn about the identity and cultural diversity of our Zimbabwean partners through our own curriculum. There are numerous projects we could establish. Furthermore, as Zimbabwe moves towards a new curriculum framework in 2017 (it seems that even Africa cannot escape

continual educational reform!) there are opportunities also for staff at both Nobel and Rimuka to engage in professional



dialogues, thus learning from each other. Indeed, many email addresses have been exchanged. As for the students, through simple methods such as pen pals, but also given the rise of digital technologies, the possibilities of opening up lines of communication are exciting. I look forward to developing further the 'learning partnerships' that we set out to achieve. Finally, one fitting way we can celebrate our link is to host our own 'Kadoma Day', which would hope to mirror the enthusiasm and value that the students of Kadoma place on our partnership. The only downside I can see is that it will most likely be set in the 15°C, overcast, drizzly conditions of Stevenage!

Across the miles: pen pals

Mrs Swaile reflects more upon the growing interest in becoming a pen pal with Rimuka 1 High School students.

"Do you have any children Miss?" asked Charity; a 14 year old girl living in Zimbabwe. This is rather a personal question to be asked by a student, however Charity really wanted to become a pen pal.

The aim of the visit by myself and Mr Pellett to Rimuka 1 High School in Zimbabwe was to build new and strengthen existing relationships between the partnered township of Stevenage and Kadoma. Since our return the new 'International Club' successfully launched in November 2016 setting up over 75 pen pals between students at the Nobel School and Rimuka 1 High School.

The first letters were written by Nobel students back in October 2016. Students introduced

themselves and asked questions to discover the Zimbabwean way of life, from school to hobbies, as well as their hopes and aspirations.



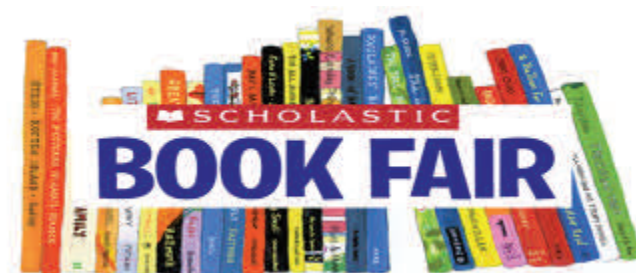
We hope students will learn about one another and about the culture of each country.

Pen pals from both sides of the equator have been creative and informative in their responses. Students writing to one another range from year 7 to sixth form students. As the students build their relationships, perhaps in the future they will be able to meet face to face.

The latest letters are now on their journey back to Zimbabwe via air. Students in Zimbabwe returned to school after the Christmas break on the 9 January so the students will soon receive Happy New Year wishes from our students.

There is still the opportunity for students to become a pen pal. Please speak to Mr Pellett or Mrs Swaile if you are interested.

Mr Pellett



We are pleased to announce that our Scholastic Book Fair will run from Wednesday 01 February to Tuesday 07 February, lunchtimes and after school in the Library. Parents and carers are welcome to visit the book fair after school on Friday 03, Monday 06 and Tuesday 07 February. Lots of new books will be available, prices start at £2.99 and students can use their £1.00 World Book Day Voucher towards book purchases.



The Nobel School Healthy Schools Article



Welcome to the first edition of the Nobel School Healthy Schools article which will be published in every other newsletter. The article will give parents and students ideas to help become healthier and more active.

You may have seen adverts on TV for the new Change 4 Life smart app (see logo).



Children are half way to their daily maximum amount of sugar before the school bell rings with cereals and fruit juices. Sugar has been the hot topic on health for the last 18 months, with the media constantly running stories about how much hidden sugar there is in everyday items. The NHS is trying to curb sugar consumption for good reason; sugar (among other things) is directly linked to Type 2 Diabetes.

Instances of people developing Type 2 Diabetes has been growing significantly in the UK and the medical profession are keen to try

and prevent new cases by getting us to be more aware of how sugar plays a part in it.

After downloading the free app (available on both the [Apple App Store](#) & [Google Play](#)) you just have to scan the barcode on the back of the food item to see instantly how much sugar it contains. Over 75,000 food and drink items are in the database, meaning it should work for most things you buy. You can also scan before you buy so you don't end up buying a weekly shop full of sugar.

So how much sugar should you be consuming? It's recommended that children under the age of 10 have 4-5 cubes of ADDED sugar maximum per day. For adults this rises to 7 cubes, which equates to around 30 grammes. Be warned – a can of coke contains around 9 cubes of added sugar so the app is likely to shock you when you realize how much we all go over the recommended daily allowance.

Mrs C Jones
PE Teacher & Healthy Schools Advisor

Exam invigilators urgently required

We are looking to recruit exam invigilators to join our existing team and work with us during our school's exam periods, mainly May, June and December. Candidates must be well organised, confident in dealing with young people and able to remain calm under pressure. Experience is not essential as full training will be given. Flexibility in hours will be needed although this can be tailored to work around childcare.

The key focus of this position is to supervise exam invigilation and ensure that exam guidelines and regulations are met.

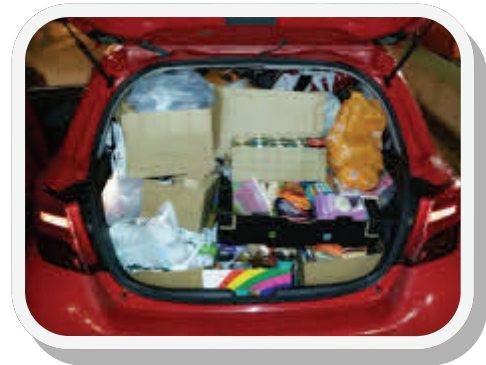
You will have good leadership and customer service skills and the ability to create a calm, organised and vigilant environment.

Please email hr@nobel.herts.sch.uk

Nobel School is committed to safeguarding the welfare of all of its students and staff. The successful candidate will have to meet the requirements of the person specification in order to be offered the post and will be subject to recruitment checks, including an enhanced DBS check and satisfactory references. We welcome applications from all suitably qualified candidates regardless of age, gender, ethnicity or religion.

Hamper appeal

One of the best things about being part of Nobel is how well we come together to support others in our community. Before Christmas, students donated goods to help create food hampers for 'Stevenage Haven'. Stevenage Haven is a charity that exists to provide shelter and support for single people experiencing homelessness in Stevenage and North Herts. The response was overwhelming and the charity was ecstatic with the quantity and quality of the goods provided. All of the items were combined together to create individual hampers of goods to be delivered out for Christmas. A picture of just a selection of the goods donated is below.



Can we thank everyone who donated items; you really did make a significant difference to our local community. The people at Stevenage Haven were especially thankful for all of the contributions received. We are already looking forward to next Christmas, where hopefully we will be able to get even more goods.

Heads of Houses

Mr Malam, Miss Palombo, Miss West and Mr Camp



Sudoku

Daily No. 4034

Easy

6		16	11	4	14		12	
4	22				45	14	12	9
		18	11					
13			11				6	
					10	27		8
7		12					13	
13	8			13				8
				12	7	4		
14		5					16	

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Instructions

Place 1 - 9 once in each row

Place 1 - 9 once in each column

Place 1 - 9 once in each 3x3 box

Complete the 'sum cages' such that the total of the numbers in each cage is the number stated at the start of that cage. You are not allowed to repeat any numbers within any sum cage.

Logic puzzle

Add in any required number of mathematical symbols to make this equation work.

$$8 \ 8 \ 8 = 6$$

Maths relay 2016/2016

Just before the Christmas Break we held Nobel's second Inter House 'Maths Relay' competition. Each day after school, different year groups competed for their houses. To win students had to answer a variety of problem solving questions against the clock. The competition was great fun and there were some tense moments, with many relays being decided by only a few points. Throughout the competition all students showed great sportsmanship and really enjoyed the challenge.

I would like to say thank you to all the students who took part and made the relay a great

success. Big congratulations to all of the winners below, who each receive a £10 Amazon Voucher as a reward.

WINNERS

Year 7: Thomas Allen, Benjamin Skidmore, Ryan Robbins and Ain Mahmood

Year 8: Habibah Rahman, Mehitabel Mensah, Rachael Ifarajimi and Ruby Bolt

Year 9: Callum Roulson and David Traian

Year 10: Robert Phillips, Thomas Newman, Mikee Loizides and Isaac Norman

Mr Malam
Head of
Teresa
House

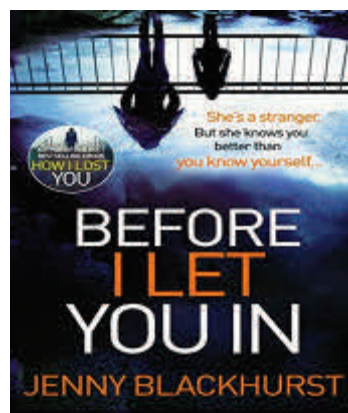


NOBEL SCHOOL PARENTS, STAFF AND COMMUNITY BOOK GROUP

Next meeting will be held in the Library 6.30pm

Tuesday 21 February 2017

THE BOOK TO READ IS:



Contact: Rosalind Essakhi: 01438 222600 or email:

library@nobel.herts.sch.uk

Read all or part of the book and come and discuss it in a friendly informal group

Sudoku and logic puzzle solutions

Daily No. 4034

Easy

6	2	4	7	5	1	8	6	3	9
4	1	5	9	6	3	4	2	7	8
	3	8	6	2	9	7	4	5	1
13	6	9	1	7	5	3	8	2	4
	7	3	8	4	2	1	9	6	5
7	5	2	4	8	6	9	7	1	3
13	4	1	3	9	7	6	5	8	2
	9	7	5	1	8	2	3	4	6
14	8	6	2	3	4	5	1	9	7

ANSWER:

Take note: Square roots are defined as $\text{SqRt}()$ because the square root sign does not show up.

$$\text{SqRt}(8 / 8 + 8)! = 6$$

$$8/8 + 8 = 9$$

$$\text{SqRt}(9) = \text{Square root } 9 = 3$$

$$3! = 3 * 2 * 1 = 6$$

Language learners of the half term



NOVEMBER/DECEMBER 2016

Yr 7 : Georgina Markland 7E ESR German

Yr 8 : Owen Bolton 8C RLR Spanish

Yr 9: Jamie O'Brien 9C DCE French

Yr 10: Matthew Draper 10M WPY Mandarin

Yr 11: Erin Oliver 11E CMM French

Yr 12 /13: Charlie Green 12 MBS Spanish

Yr 12/13: Tia Huntley-Peck 12 MMN French

Dates for the diary

23 January - Parent forum

26 January - 9 February - Year 11 options interviews start

1 - 7 February - Scholastic book fair

2 February - Harry Potter book night

The importance of being active

How do we promote this in PE @ Nobel?



FACT 1: ACHIEVEMENT

Pupils improve in all subjects



FACT 2: PERSONAL DEVELOPMENT

Pupils are more confident & positive



FACT 3: SOCIAL SKILLS

Pupils have more developed social skills



FACT 4: HEALTH & EMOTIONAL WELL-BEING

Pupils have a better outlook on life



FACT 5: LEADERSHIP

Pupils will be able to make informed decisions



You are always encouraged to try your best, within practices and games. If you do this you will achieve.



You are always encouraged to try your best; you are offered personal learning targets as well as tasks to suit your ability.



You are given the opportunity to work with students of the same ability in PE lessons and are encouraged to attend extra-curricular clubs to meet new friends and other people interested in the same sports as you.



Sport develops your health and fitness; you have a variety of PE lessons and opportunities to take part in sport and physical activity. Physical activity releases positive endorphins which relieves stress and makes you happier and harder working for your other lessons. Students who regularly take part in physical activity achieve more!



You are given the opportunity to lead warm-ups and activities within your lessons. This develops your knowledge and understanding as well as your confidence. You will also be offered leadership courses within PE lessons, especially in key stage 4.



Nobel



SPRING TERM SPORT EXTRA-CURRICULAR TIMETABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LUNCHTIME 1:10 – 1:40	FITNESS – ALL YEARS BADMINTON TABLE TENNIS	FITNESS – ALL YEARS BOYS FUTSAL BOCCIA	FITNESS – ALL YEARS BADMINTON TABLE TENNIS OCR YR 10 – SHS CLASS ONLY	FITNESS – ALL YEARS BADMINTON TABLE TENNIS OCR YR 10 – SHS CLASS ONLY	FITNESS – ALL YEARS BASKETBALL
AFTER SCHOOL 3:30-4:30	BOYS FOOTBALL NETBALL X-COUNTRY BEGINNERS RUNNING FITNESS	GIRLS FOOTBALL GIRLS ACTIVE CLUB – INVITE ONLY	GIRLS CRICKET WELL-BEING - INVITE ONLY STAFF MEETING NETBALL FIXTURES	RUGBY – GIRLS & BOYS GCSE PRACTICAL – YR 11 INVITE ONLY	BASKETBALL GIRLS ONLY FITNESS STAFF SPORTS

*PLEASE DO NOT ENTER THE PE AREAS UNTIL CLUBS START AND THERE IS A MEMBER OF STAFF PRESENT, THANK YOU.