

## From the Headteacher

Dear parents and carers

I hope that you all had a great half term. We are halfway through the academic year, and we know from experience that the better weather brings out the best in our school. I know that parents of year 11 and year 13 probably do not need reminding that public examinations will arrive very quickly and that this is certainly the time when students should be working hard every evening in preparation. Mr Brown's excellent revision timetable is still available even for those who have yet to start their revision. At home a quiet place is essential and showing an interest in your child's revision can work wonders.

Our work with Lodge Farm continues and I have spent a couple of really rewarding days talking to staff about two things. The areas in which we will work together and how we might help the school move forward. It was a privilege to spend time with such dedicated people and I know that our collaboration will be great for both schools. For someone who has spent their whole career in secondary education, talking to primary colleagues has been a very uplifting experience.

In my absence, Mr Morley and Ms Harnetty have been talking to all year groups about our expectations around behaviour. The purpose was to reduce the chances of low-level disruption, enabling all to learn effectively.

We reminded all students of our 3 school rules - Ready Respectful Safe and outlined the introduction of a "not ready" lunchtime detention for students arriving late, either to school or to lessons. Also, the introduction of a truancy one-hour, same day detention for students who are not in lessons without a note from a member of staff. At this detention, students will complete a reflective pro forma to enable a restorative conversation with the relevant teacher.

Finally, students were informed that toilet cubicles should be used by one person at a time. If two or more students are caught in a cubicle they will be suspended. Thank you for your cooperation and support on these matters.

May I wish you all a restful weekend, stay safe and have fun.

Kind regards

Martyn Henson

# Year 7 Sports Hall Athletic Competition

On Thursday 15 February, the Year 7 Sports Hall Athletics Teams visited Barnwell School for the annual Sports Hall Athletics Competition, led by the Stevenage Sporting Futures Team. All the secondary schools within Stevenage participated with the aim of winning a medal, with the even bigger dream of winning the coveted winners' trophy.

The Sports Hall Athletics Competition is held indoors and features a range of track events including: relay, 2-lap individual and 8-lap paarlauf, and field events including: triple jump, shot putt and speed bounce. Typically, students compete in 2 track events and 2 field events across the competition, requiring an incredible level of skill to be able to participate in a range of different events.

This year, all Year 7 students took part in an indoor athletics lesson in PE, participating in a range of events. From this, all of their scores were reviewed and 32 students were invited to attend a lunchtime club. Finally, 16 students were then shortlisted to represent Nobel at the competition.

The teams worked incredibly hard, both individually and as a group, participating in a range of track and field events. They supported each other incredibly well.

The Year 7 boys finished in an impressive 2<sup>nd</sup> place, with 149 points, taking home the silver medals. The Year 7 girls finished in 1<sup>st</sup> place, becoming district champions, taking home the gold medals and the winners' trophy. They accumulated 155 points. This means that every Nobel student who participated left with a medal.

There were several fantastic results across the competition and it would be impossible to list them all, but please see some spotlighted results opposite:



- ♦ Will and David finishing second place in the 4 lap race
- ♦ Max's second place in the shot putt
- ♦ Louis' second place in the standing long jump
- ♦ The Year 7 girls won 7 out of 8 races on the track
- ♦ The Year 7 girls finishing first place in the 8 lap paarlauf and 4x2 lap relay
- ♦ Fearn and Chloe finishing first place in the 4 lap race
- ♦ Annierose and Evie-Jane finishing first and second place for the standing long jump
- ♦ Annierose and Rose finishing first and second place for the standing triple jump

Well done to all the following students:

Year 7 Boys: Seye W, Boston N-T, Breeze N-T, Louis B, Will A, David N, Max K, Tife B

Year 7 Girls: Fearn G, Mia D, Evie-Jane C, Annierose B, Elana D, Rose A, Jasmine S, Chloe B

The PE Department are incredibly proud of all of the teams' achievements. We look forward to seeing the girls' team compete at the County School Games Final in March.

Mr Regan Carolan  
Teacher of PE



# British Science Week at Nobel



This year's theme: TIME

When? Lunchtime 11-15 March

Where? Room 208

What? Lunchtime science workshops

Who? Everyone is welcome!

Day	What's on?
Monday 11 March	Make your own acid clock
Tuesday 12 March	Fossil workshop – look at real fossils and then make your own
Wednesday 13 March	Science of music
Thursday 14 March	Science fair - showcase your own experiment
Friday 15 March	Egg timer challenge

## Science at Nobel



## Nobel Celebrates Sporting Achievement

Congratulations to Pablo Ramirez Rioja (8C AMY) for representing himself, Nobel, Stevenage and Hertfordshire at the Hertfordshire Table Tennis School Individual Competition. Pablo won the U13s category, which qualifies him for the Schools' Nationals Competition, taking place in Wolverhampton at the end of April. Despite proving himself to be the best U13 table tennis player in the county, this competition will be a completely different challenge, facing the best players in the country.

In between now and the Schools' Nationals in April, Pablo will participate in tournaments at national and international level, with trips planned to Sweden and Bulgaria amongst others.

Congratulations Pablo, we are incredibly proud of you and can't wait to hear how you get on at your upcoming competitions.



**Garden House Hospice Leys Avenue shop  
Prom 2024 dress event  
Thursday 18th April 6pm to 8.30pm  
SAVE THE DATE**



**Preloved prom dresses, shoes and accessories . More details soon.**



# Susan Shaw-Hawkins, Guest Speaker and Former Nobelian

Susan attended Nobel School between 1974 – 1980 and gained 8 O' levels and 4 A' levels. Susan then went on to study Biochemistry at Stirling University and, since graduating, has worked in the following Institutions:

- ◆ GlaxoSmithKlyne (GSK) as a Research Scientist, later Principal Scientist
- ◆ DeCODE Genetics in Iceland, Head of SNP Genotyping New Technologies Division
- ◆ KBiosciences – Senior Scientist, then Principal Scientist/Lab Manager, SNP Genotyping, DNA Sequencing and Microsatellite facility
- ◆ Queen Mary University of London, Barts and the London - Lab Manager, The BRIGHT Study and cardiovascular groups (WHRI), then Centre Manager, Centre for Environmental and Preventive Medicine (WIPM) at the university.
- ◆ National Institute of Biological Standards and Control, Divisional Resource Manager, Advanced Therapies/Analytical Biological Services Divisions
- ◆ Clinical Neurosciences Division, University of Cambridge - Facilities and H&S Co-ordinator, Clifford Allbutt Building, then Facilities and H&S Manager for the University.

Susan came into school to talk to our Year 7 students and go through her career to date, highlighting her journey through Nobel school, the experiences she gained and the qualifications she achieved, despite needing to overcome setbacks which included missing time off school, suffering from glandular fever.

Although Susan went to Stirling University to study Biochemistry, she highlighted to students that this was not necessarily what she set out to do for a career, as she had been heavily involved in high management positions. Susan credited her time working as a trainee manager for WH Smiths for providing invaluable experience of managing people and refining her interpersonal skills. Susan also detailed the highs and lows of her working career and stated that, when things are taken out of your control, for example organisational restructuring at work – you use these as opportunities to further your career. No job is for life.

The students really enjoyed the presentation and asked Susan some interesting and challenging questions.

I would like to thank Susan for coming into Nobel to talk to our Year 7 students and to Mr Barry Burningham, Nobel Network Co-ordinator, for facilitating these activities.

Mr Stephen Howells  
Head of Enrichment



# UK Maths Trust Mathematical Challenge

The results are in! Congratulations to the following students for earning gold, silver, and bronze awards for the UKMT Intermediate Maths Challenge. A special shout out to Alex Allen (Year 9) for scoring the highest in the school for the Year 9 category, and Flynn Walters (Year 10) for earning a Gold certificate, scoring the highest in the school overall, and being invited to compete in the 2024 Pink Kangaroo follow-on round.

Bronze, Silver, and Gold results below:

## Year 10:

Flynn Walters (Gold, Best in School)

Isobel Graham (Silver)

Bea Gray (Silver)

Isabel Sutherill (Silver)

Wojciech Balaban (Silver)

Anastasia Loizides (Silver)

Connor Sculpher (Silver)

Bethany Allardyce (Bronze)

Phoebe Chiwambo (Bronze)

Max Sutton (Bronze)

Filip Mehedinti (Bronze)

James Evans (Bronze)

Harry Mumford (Bronze)

Freddie Hamer (Bronze)

Ellie Hyams (Bronze)

Emily Wright (Bronze)

Aimee Gibaud (Bronze)

Daniel Tozer (Bronze)

## Year 9:

Alex Allen (Silver, Best in Year)

Daniel Bassett (Silver)

Evan Ebbs (Bronze)

Atiqur Rahman (Bronze)

Alexander Chapman (Bronze)

Foram Patel (Bronze)

Megan May (Bronze)

Oskaras Jakubonis (Bronze)

Chania Kenids (Bronze)

Benajmin Dang (Bronze)

Lucas Brace (Bronze)



Congratulations to all who participated in the UKMT Challenge.

## Herts for Learning Maths Competition

Meanwhile, our Year 7 mathematicians competed in the Herts for Learning Maths Competition on Wednesday 28 February.

It was a close one! Congratulations to Team Factorial for finishing SECOND out of 27 teams, and Team Pi for finishing FOURTH. Our Factorial Team (and hopefully our Pi Team) will be moving on to the final round. Well done to Veda Kishore, Isla Brooke, Lewis Wilmot, Leon Metcalf, Will Allardyce, Hugo Dziemiach, and Sorin Margarit for their fantastic work.

Miss Courtney Wright  
Maths Teacher

# Borneo Walk

During the half term break, students going on the Borneo expedition this summer went on a practice hike, to bond with our fellow team members. We worked well as a team, trekking through the treacherous conditions as the rain poured down, we kept our spirits high.

We walked for 2 hours with a short break for hot chocolate to warm ourselves up.

Accompanying us was Mrs Waites' dog, Dusty, our new group mascot, with Mrs Pearson leading the way.

There were some slips and slides along the way, but we made it through, and are very excited for our real exhibition.

Harrison Lund - 11WPY



**How to support your child using GCSEPod** 

**What is GCSEPod?**

GCSEPod is an award-winning expert in Subject Knowledge. We provide 3-5 minute bursts of audio-visual, teacher written learning which can help to reinforce and consolidate key GCSE topics covered in lessons. Experts read and explain everything clearly including all the right facts, quotes, keywords, dates and diagrams on screen.

**Tips & Tricks**

- **Watch online or offline!** Ask your child to download some Pods to their mobile device, this way they are free expand their knowledge whenever they go.
- **Create Playlists!** Use the My Playlist area to create bespoke playlists on topics that they may find challenging. Having a personalised playlist means your child has fast access to Pods that will help to fill in knowledge gaps.
- **Use Favourites!** Challenge your child to a favourite 10 Pods on topics they find difficult/challenging. Watch the Pods together and use one of our other suggested learning techniques to help simplify what it is they're struggling with.
- **Memory Cards!** Watch the Pods and then together write key facts, dates, diagrams and quotes. Then test their knowledge to see how much they remember.

**Top Tip!** Turn it into a competition and reward your child for correctly answered questions. If you're stuck on what questions to ask your child then head over to our 'Over your Child' document.

- **Support Homework!** GCSEPod isn't just for revision, it's to help expand your child's subject knowledge. If your child is struggling with a piece of homework, you can search for the topic on GCSEPod and use the Pods as an additional resource.

**Does your child know they have access to GCSEPod?**

If your son or daughter have already activated their account, they simply need to log in with the username and password they've created.

If they've not yet activated their GCSEPod account, simply follow these simple instructions:

1. Go to [www.gcsepod.com](http://www.gcsepod.com)
2. Click **Login**
3. Click **New Here? Getting Started**
4. Ensure they've selected they are a **Pupil**
5. Enter their personal details as requested
6. Create a Username and Password

  [INFO@GCSEPOD.COM](mailto:info@gcsepod.com)  0191 338 7830

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## NOBEL SCHOOL PARENTS, STAFF and COMMUNITY BOOK GROUP

The next meeting will be held in the Library, 6:30pm, on Tuesday 23 April 2024

The books to read are:



Read all or part of the books, and discuss them in a friendly informal group

Contact: Rosalind Essakhi:

01438 222600 or email:

[library@nobel.herts.sch.uk](mailto:library@nobel.herts.sch.uk)

# Developing Character

Currently, the character focus is on the Nobelian virtue of being [empathetic](#).

*The Character Conundrum (previously circulated) for discussion in form and at home, from now until 08/03/24 is detailed below. Please can you take some time to read through this with your child and discuss what the right moral choice would be.*

## Character Conundrum 10

David is a student in a school where his mother is a governor. Recently, three of his classmates posted a web site that openly attacks some of the teachers and students, using explicit and offensive language. Remarks about several teachers were scathing, calling into question the standard of their teaching. Many of the remarks about students and teachers are spreading unsubstantiated rumours about their personal lives. The site includes disgusting graphics. Several weeks ago, David learned the identities of the three students who created the website, when one of them accidentally said something to him in a conversation. The other two quickly corralled David and pressured him not to reveal their names. He agreed, not thinking much about it at the time. David used to be close to one of the three students, but that friendship has faded.

Now, the Head Teacher has obtained a program that allows him to identify each person who has visited the website. He is asking students to come forward with the names of the creators of the site and, if no one does, he is going to question each student who visited the site. David is one of those who did visit the site. He realises he may be the only student who knows the names of the three kids who created the site. He can lie and say he does not know, or he can break his promise not to tell. David has always thought of himself as an ethical person with a pretty clear sense of right and wrong. Right now, however, he feels that either choice will end in disaster. What should David do?

## Support

One of the best definitions of an ethical choice is one that is a “choice between two rights” or a “choice between two wrongs.” Many students will feel that David is between a rock and a hard place in that there is no easy choice to make. Some who fully acknowledged the seriousness of the offense would still not bring themselves to turn in their classmates. However, the person who chooses to turn in his peers is still displaying peer loyalty, by turning in the three students they are being loyal to a larger group of peers. They may not have established friendships with them, but they might want to later. This choice is morally correct as it is based on how many classmates would be affected positively.

This case also allows you to have a rich discussion around the concept and definition of community. You can never have too many of those. What are our ethical obligations when we join a community? What prevents us from honouring those obligations?

## Questions

- ◆ Can you identify the moral dilemma in this situation?
- ◆ How might David make sense of this situation?
- ◆ What do you consider to be David’s responsibility? Who does he have the larger responsibility to?
- ◆ What would you do if you were in David’s place? How would that choice affect the others in this case?
- ◆ How might your decision be affected by whether you were close with one of the teachers or students that were humiliated on the site?
- ◆ How bound would you feel by the promise you made to the three students?
- ◆ Have you or someone you know ever been in a situation where you were expected to turn someone in? Share what that was like.
- ◆ Is there ever a point where the good of a community is more important to honour than the good of an individual relationship?





# NOBEL PE AND DANCE

SPRING  
TERM 2024  
JAN-MAR

EXTRA-CURRICULAR

	Lunch-time 1:35-2:00pm	After School 3:05-4:05pm
MONDAY	Fitness Suite - Year 7 only JFK Indoor Athletics (invite only) RCN/CHL <i>Choreography club - all years</i>	Boys football - all years LPY/PWR/JFK/SHS Girls Netball - all years RCN/CHL
TUESDAY	Table Tennis - KS4 only LPY Basketball - KS4 only PWR <i>Musical theatre club - all years</i>	Staff meetings
WEDNESDAY	Badminton - KS4 only NCT Fitness Suite - all years DSN Girls Indoor Cricket (Gymnasium) RCN	Staff meetings and fixtures
THURSDAY	Fitness Suite - all years RCN Basketball - KS3 only JFK <i>Tap Dance club - all years</i>	Rugby - all years JFK/CHL Boys - Week A, Girls Week B <i>Dance club - all years</i>
FRIDAY	Fitness Suite - girls only JSE Table Tennis - KS3 only JFK <i>Afro Dance club - all years</i>	Girls Bounce and Fitsticks RCN Girls Football JSE

*"To encourage maximum participation through an inclusive curriculum, inspiring students to fulfil a lifelong, healthy, active lifestyle."*

Please see the PE Department and Dance Extra-Curricular Clubs list for this term. Please note the lunchtime clubs will start week commencing 11 March, due to Year 11 mock examinations.

Linked to our department vision, our aim with extra-curricular is to give students the opportunity to be active, socialise and have fun whilst encouraging students to fulfil a lifelong, healthy active lifestyle.

Many of the clubs will prepare our students for upcoming inter-school fixtures.

**Extracurricular fixtures this half term:** Years 7 to 11 boys and girls' football, Years 7 to 13 basketball, Years 7 to 10 netball, Years 7 to 10 girls' indoor cricket, Years 7 to 11 girls' futsal and Years 7, 8 and 9 boys and girls' rugby.

To sign up for a club, please visit the Arbor Parent Portal or email [Regan.Carolan@nobel.herts.sch.uk](mailto:Regan.Carolan@nobel.herts.sch.uk) If you have any further questions, please speak to the PE Department.

Mr Regan Carolan  
Teacher of PE

## Dates for your Diary

Wednesday 6 March - Y9 Parents' Consultation Evening

Thursday 7 March - World Book Day

Wednesday 20 March - Y8 Parents' Consultation Evening

Thursday 28 March - Last day of term





# Quiz Night

**£5 per person**

**Selection of snacks included**

In aid of Erin and Harrison's expedition to Borneo to aid sustainability and conservation efforts.

When: 16th March 2024

Where: The Nobel School, SG2 0HS

Time: Bar opens at 7:00

For tickets email:

[Borneoworldchallengequiznight@gmail.com](mailto:Borneoworldchallengequiznight@gmail.com)

**Prizes to be won**

**Sweet treats**

**FULLY LICENSED BAR**

**4-8 people per team**

**World Challenge**



**RAFFLE**



Eating Disorders Awareness Week 2024 | 26 February - 3 March 2024



Eating Disorders Awareness Week highlights the importance of understanding eating disorders. This year, the focus is around Avoidant/Restrictive Food Intake Disorder (ARFID), a condition often overlooked.



[Information](#) | [Support](#) | [Stories](#) | [Resources](#)

- <https://www.talk-ed.org.uk/>
- <https://edaw.beateatingdisorders.org.uk/>
- <https://www.rethink.org/campaigns-and-policy/awareness-days-and-events/eating-disorders-week/>



# Parent/Carer Workshops 6/7 Transition 2023-2024

**DSPL2** Delivering Special Provision Locally

Parents and carers from Stevenage Primary Schools are invited to join the DSPL2 team and The Mental Health Support Team who will be sharing ideas to support young people's transition from primary to secondary school.

There are four dates/venues to choose from:

### Cluster 1

**Date:** Thursday 29th February  
**Time:** 3.45-4.45pm  
**Venue:** Fairlands Primary School

Please use this link to book:  
<https://www.eventbrite.co.uk/e/67-transition-parentcarer-workshop-cluster-1-tickets-825034659877?aff=oddtcreator>

### Cluster 2

**Date:** Monday 26th February  
**Time:** 3.30 - 4.30pm  
**Venue:** Lodge Farm Primary School

Please use this link to book:  
<https://www.eventbrite.com/e/825034659877?aff=oddtcreator>

### Cluster 3

**Date:** Tuesday 5th March  
**Time:** 3.30 - 4.30pm  
**Venue:** Roebuck Academy

Please use this link to book:  
<https://www.eventbrite.co.uk/e/67-transition-parentcarer-workshop-cluster-3-tickets-825061941477?aff=oddtcreator>

### Cluster 4

**Date:** Wednesday 6th March  
**Time:** 3.30 - 4.30pm  
**Venue:** The Leys Primary School

Please use this link to book:  
<https://www.eventbrite.co.uk/e/67-transition-parentcarer-workshop-cluster-4-tickets-825067437917?aff=oddtcreator>



## Join our Skills for Carers Workshops

Our Skills for Carers, New Maudsley Method workshop is a 4 week long course for parents, carers, and siblings who wish to develop their skills and understand their role in their loved ones eating disorders recovery

To register your interest, scan the below QR code or visit [www.firststepsed.co.uk/services-and-support/support-for-carers/skills-for-carers/](http://www.firststepsed.co.uk/services-and-support/support-for-carers/skills-for-carers/)



- Intervention for Early Onset and Mild Disordered Eating course
- Moderate/Severe and Enduring Eating Disorders course
- Avoidant Restrictive Food Intake Disorder course



## Parent and Carer Drop-in

Our monthly drop-in group is an opportunity for parent and carers to get together and share challenges, goals and successes they've experienced this month.

To register your interest, scan the below QR code or visit [www.firststepsed.co.uk/services-and-support/support-for-carers](http://www.firststepsed.co.uk/services-and-support/support-for-carers)

First Saturday of every month, 10am - 12pm

Online (Microsoft Teams)

