INTRODUCTION FROM THE HEAD OF SCHOOL, MR FISHER

Starting the new term with an assembly is a privilege for Headteachers and this year was no different with the theme of dreams, goals and determination. As was clear from the show of hands in the hall, all students have dreams for their lives, but most students did not set themselves goals to achieve these. My message was clear “Dreams without goals remain dreams and ultimately fuel disappointment”. Goals serve as an anchor to dreams. If you reach one goal at a time, you can create breakthrough change, dreams without goals are just dreams.

Outstanding attendance has been one of my goals this year, ensuring all students attend school on a regular basis. It is pleasing to see, over the course of this term, our attendance figures climb above national averages. This is particularly the case for Year 7, 8 and 10, with attendance figures well above the national average. Can I thank parents for their support with our attendance drive; with students attending on a regular basis this will in turn ensure positive outcomes for young people at Laureate Academy.

At Laureate Academy, knowledge is at the heart of all we do. We expect this to be delivered not just within the classroom, as we want to develop the students’ cultural capital by offering experiences and opportunities within and outside of the school day. I have seen a number of our students at the Snow Centre learning how to ski ready for their trip to America at half term. A particular mention to Daniel Murphy who managed to fashion full Laureate uniform on the slopes with gloves for his lesson. I am sure the work put in on the slopes at the Snow Centre will ensure they make great progress whilst away in America. I look forward to hearing about all the memories that will have been created during this experience.

We have welcomed a number of speakers including high impact drugs and knife crime events with Paul Hanniford and Beat the Chain, Teenage Cancer Trust and our Holocaust events which was extremely emotional and powerful for all involved. All these events ensure our students are well prepared for the world around us and ensure they make good choices within their lives.

I would like to wish you all a happy half term and I look forward to seeing you all at the various events at the school next half term.
TEACHING AND LEARNING DEVELOPMENTS
Mrs Hill, Assistant Headteacher

As part of our ongoing monitoring and evaluation of the quality of lessons at Laureate Academy, the SLT teaching and learning team complete regular subject reviews. Part of this process involves asking pupils for their feedback on their learning. Below are a few of the many positive comments pupils have written about their learning this term.

- I like how we are taught and how we are always expected to go above and beyond our target grade. I also like how our books and our homework are marked regularly so I know what I need to improve on.
- I appreciate the effort the teachers put into lessons to ensure they are interesting. They always check that we understand the challenging content.
- I like the fact that my teacher has high expectations of me. It means that I will always try my best. I also like that my teacher allows me to see them any break or lunch to help me with my homework. My teacher always helps me when I need it.
- What I like most is the work atmosphere. My teacher always checks if we understand the task we are doing and is supportive if we are struggling. This reassures me that if I do need help, I can always ask for it and will be supported.
- I love the enthusiasm of my teacher; the detailed facts provided; the depth of understanding; the differentiation of lessons (in terms of activities that we learn by partaking in); and the consistency of homework set and marked.
- I like how the work is made by the teacher. We always learn a lot.
- I like the enthusiasm of my teacher; the detailed facts provided; the depth of understanding; the differentiation of lessons (in terms of activities that we learn by partaking in); and the consistency of homework set and marked.
- These lessons bring out the best in me and always challenge me.
- I like learning how to correct our own mistakes because it’s normal to get something wrong and that’s how you learn.
- I like how interesting the work is made by the teacher. We always learn a lot.
- My teacher is understanding of when I get something wrong and always helps to correct it and help me understand, and improve my work to my best potential.
GROWTH MINDSET AT LAUREATE ACADEMY
Miss Shannon, Assistant Headteacher

This term in tutor time, we are encouraging pupils to develop a Growth Mindset. Growth Mindset is not a new curriculum but simply an approach to learning in school and life beyond. Research by Developmental Psychologist Dr Carol Dweck of Stanford University points to people having one of two mindsets: Growth and Fixed. A child’s belief about intelligence is an important factor in whether they become an effective learner.

We all hold beliefs about concepts such as ‘intelligence’, ‘ability’ and ‘personality’, with roughly half of us holding a ‘fixed’ mindset and the other half a ‘growth’ mindset. When students believe they can get smarter, they understand that effort makes them stronger. Therefore, they put in extra time and effort, and that leads to higher achievement. Students have completed a survey to find out which mindset they have and then we have looked at trying to change the language we use so that it favours a growth mindset.

Please take the time to talk to your child about this and challenge their language when they say they cannot do something. Simply adding the word ‘yet’ changes the tone of a conversation and the expectation they have of themselves.

YEAR 10 WORK EXPERIENCE LAUNCHED
Miss Shannon, Assistant Headteacher

Laureate Academy launched Work Experience to year 10 this term, through a year group assembly where they were informed of the plans to send all year 10 pupils on a week’s work experience starting Monday 10th June 2019.

There are many benefits to a work placement, which include assisting pupils in their transition from school to work and aim to provide pupils with an opportunity to relate school studies to a workplace and prepare them for the demands and expectations of the working world. Pupils will find that through a week of work they are able to gain an insight into the diversity of employees in the workplace and make informed career decisions by assessing their aptitudes, interests, and exploring potential careers.

Currently pupils have been asked to seek opportunities themselves for placements in a work place they have a keen interest in, however, we do have access to placements for pupils who are unable to source one for themselves. The deadline for information for sourcing their own placements is 28th February 2019 and anyone wishing further information should contact Miss Shannon. We would like to thank the Future Charity for their support with the organisation of Year 10 work experience this year.
LITERACY MATTERS
Mrs Turton, Literacy Coordinator

In our bid to improve literacy across the school, with a special focus on writing, we have incorporated grammar practice into tutor times. Each week focuses on a different set of skills ranging from the use of capital letters to the correct use of ‘weather or whether’ and ‘effect or affect’. Each day, at the start of tutor time, the rules are revisited and students given a short set of exercises to complete.

By practising each topic for the whole week, students will become far more confident and this should impact on their writing in all lessons. Furthermore, with the whole school using the same programme, teachers are aware of each week’s focus and able to reinforce it in lessons.

Have a go yourself with the example below:

**Rule: ITS OR IT’S?**

- *Its* means ‘belonging to it.’
- *It’s* is short for *it is* or *it has*.

Look at how these words are used.

- *The dog has lost its bone.*
- *It’s sunny today.*
- *It’s been ages since I last saw you.*

**Exercise : Fill in the gaps with its or it’s.**

1. The society had ______ annual meeting last week.
2. Do you not realise that ______ raining?
3. The dog could not find the bone despite ______ best efforts.
4. The book is in a good condition but ______ back cover has a slight tear.
5. ______ not possible for us to meet tomorrow, I’m afraid.

Answers: 1: its  2: it's  3: its  4: its  5: It’s

DEAR
Drop Everything and Read has been given a new twist with tutors reading to students once a week. Each tutor group has been given a class set of a contemporary novel, so that students can follow while the teacher is reading. The purpose is to demonstrate the features of ‘good’ reading: expression, fluency, using the punctuation to create effect and understanding. At the same time, any students who are of the mindset that books are boring, may change their view and recognise that some books are simply ‘a good read’!

BOOK CHOICE

**I AM THE MESSENGER**
by Markus Zusak

Ed Kennedy is an underage cabdriver without much of a future. He’s pathetic at playing cards, hopelessly in love with his best friend, Audrey, and utterly devoted to his coffee-drinking dog, the Doorman.

His life is one of peaceful routine and incompetence until he inadvertently stops a bank robbery.

That’s when the first ace arrives in the mail.

That’s when Ed becomes the messenger.

Chosen to care, he makes his way through town helping and hurting (when necessary) until only one question remains: Who’s behind Ed’s mission?

*A heartwarming tale of a man’s voyage of discovery, told with humour, intrigue and pace in Marcus Zusak’s delightful, emotive language.*
KEYSTAGE 5 UPDATE
Miss Saggese, Director of Learning KS5

2019 has already been extremely busy for our Sixth Form students with a range of guest speakers and events. The year started with a bang, looking towards new horizons with an exciting presentation from Project Trust who organise Gap Year programmes which combine once in a lifetime activities with volunteering opportunities. Two of our students have already signed up to this and committed to raising the thousands of pounds needed to help communities around the world. We look forward to hearing about their trip over the summer.

We are delighted that every Year 13 student has applied to University and now the excitement and anticipation begins, as Universities are already making offers for places next year. To ensure students are equipped with all the information they need to make choices that ensure they unlock their true potential, we organised a short talk on Unconditional Offers. The rise of Unconditional Offers can make some parents and teachers uneasy that it may encourage students to ‘take their foot off the pedal.’ However, used properly by the University they can open possibilities and relieve some stress for students. It is important students look at the course offered and the style of learning when making their choices – not just the offer.

For our Year 12 students, the new year meant their first ever A Level Mock week; to support them with this, before Christmas, we organised for Elevate Education to deliver a workshop on Memory and Mnemonics – giving students the tools they needed to revise over Christmas. The session was so popular, we booked another for our Year 13. Nicola Saunders, Therapeutic Services Manager from Dacorum Education Support Centre (DESC) held an information presentation on coping with exam stress. Nicola provided students with a range of practical tips; from diet, sleep and exercise and use of mindfulness apps. All reports were handed out at our, extremely well attended, Parents Evening on Thursday 7th February. We know, for our Year 12 students the transition to A Levels can be difficult, if you have any concerns regarding your son/daughters academic performance, please do not hesitate to contact the Sixth Form Team.

We are extremely proud of our rich Careers Education at Laureate Academy Sixth Form; this term has seen both the Army and Atlas Copco speak to students about the roles they can offer school leavers. We are extremely grateful to the link we have developed with Atlas Copco, who have also read and given feedback to all our Year 12 students on their CVs!

Our Sixth Form Taster Day was a huge success with Year 11 students! Behaviour was impeccable and both our Sociology and Psychology Teachers were impressed with the level of interest and enthusiasm displayed by many students. Continuing our emphasis on Careers Education we hope the sessions on CV and Interviews equip all students, no matter their Post 16 route, with some invaluable tips. We look forward to welcoming successful applicants to our Induction Day on 26th June.

Two more extremely successful events were organised by Sixth Form Students this term. Our students are playing a vital role in developing links with the local community and they really are a role model for the Academy values of Respect and Aspiration.

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YOUNGMINDS CHARITY EVENT
Kara Dobson, Year 13 Student

As a part of my EPQ, I have planned, marketed and carried out an event in order to support a charity that means a lot to me. The successful event was a Prom Charity Fashion Show, held in the main hall, where a range of 25 dresses were showcased to an audience of about 80.

The charity chosen was YoungMinds, which is very significant in my life, as well as to many other people. Being a student, having needed significant mental support throughout my GCSE years, YoungMinds is a very important charity for me to support. The charity is ‘leading the fight for a future where all young minds are supported and empowered, whatever the challenges.’

The evening consisted of two runway shows with 13 models showing a range of dress styles and sizes from ‘Abbelle’, who are local Evening Wear Specialists. Based in Hemel Hempstead Old Town, it was simple to liaise with girls from Abbelle to ensure we created the perfect night.
CAMBRIDGE UNIVERSITY TRIP
Miss Sutton, Director of Learning, KS4

On Wednesday 15th January we took 26 students to the University of Cambridge. The aim of the trip was to raise the aspirations of our pupils and to support them in how to select the correct post 16 options. As we arrived and parked the buses it looked like many other universities. However, the 10 minute walk took our students through pathways with cascading trees, an abundance of fields and greenery and over the river to some amazing limestone buildings. The students were all commenting on how beautiful it was and how much they wanted to take pictures to share with their families and friends.

Once we had entered the buildings and gone through into the auditorium, the students were spoken to about university life and the importance of selecting A-Levels or College courses. They were encouraged to consider if they were a science/math based student or a humanities/arts based student; most science-based degrees expect you to have studied at least 2 sciences and maths. They were then given the opportunity to put questions to the current students, asking some outstanding questions, such as the ratio of state to privately educated students. Everyone was shocked to learn that 64% of their pupils had been educated in a state school and for some, the realisation kicked in that this was achievable to them too.

Students were asked to share their worries and concerns, many of which were similar issues: having to cook for themselves; the amount of debt they would get into; some were worried about who might do their washing and some others were concerned about missing their families. Lunch was yet another surprise as students took their seats at a long dining table, reminiscent of a scene from a Harry Potter movie, to be served a three course meal.

By the end of the day many of the students were shocked and surprised at how much they had enjoyed the day and the valuable information they had gained about A Level selections and Degree entry requirements. Many of them now felt that a degree, and subsequently a better quality of life, could be accomplished if they were focussed and committed over the next 11 weeks.

KEYSTAGE 3 UPDATE
Mr D Ede, Director of Learning KS3

It is hard to believe that we are over half way through the year. Students are working hard to improve their knowledge and their progress has been noticeable in all classrooms that I have visited. When showing visitors round, they have been impressed with the focussed atmosphere. Since I last wrote, a large number of new students have started at the school; I would like to take this opportunity to welcome all new parents to Laureate Academy.

Parents’ evenings have already taken place for years 7 and 9. Academic progress reports accompany the parents’ evening and give an insight into the progress that your child is making. Whilst initial results are promising we have not yet realised the true potential of each individual. I would like to encourage all students to challenge themselves, to take academic risks in their work and not to be afraid of failure. It is
through our failures that we grow academically as well as personally. It is the job of myself, the learning welfare officers and staff, to ensure that students have the resilience to cope with setbacks, learn from their mistakes and grow as young citizens.

As part of our wider curriculum, the students in the school were privileged to have Paul Hannaford speak to them about drug and knife crime. The talk was graphic, hard hitting and incredibly emotional, portraying the realities not just of drugs and knives but of choices that young people have. All students left knowing that they had a choice, knowing that people always say "it won't happen to me"; yet it does still happen. The impact of Paul's assemblies touched each year group and even led to a Tweet from a parent to Paul saying:"My son was at your talk today, and has just told us about you. If you can inspire 14-year-old to tell the family about your life over dinner, you're doing a great job. Thanks for what you are doing."

For Year 9 students, the options process begins in term 4 with Options Evening on Tuesday 12th March, when students have the opportunity to consider their GCSE choices. We will guide your sons and daughters through this process, offering advice on subjects that we recommend students take and what they need for their future success. I look forward to seeing you all on the 12th.

Finally, I would like to thank all those parents who regularly support the school in the events that take place. As we continue to grow as a school, know that your support is greatly appreciated.

ARTICULATE COMPETITION
Mrs Turton, Literacy Coordinator

On a lighter note, students have also been competing to become the Articulate champions for their tutor group. Based on the boardgame, students work in pairs in a quick-fire round to see who can describe and guess the most words successfully. Over the course of the week, the pair with the highest score are declared the form champions. Some students have enjoyed it so much that they have been playing the full version of the game in the library at lunchtime—clearly in training for next term’s competition!

Congratulations to the winners:
7P: Niamh Chapman and Emily Gray
7Q: Ella-Grace Kay and Caitlyn Moorcroft
7R: Keane Molloy and Jack Oliver-Seager
7S: Anabelle Groom and Connie Wood
7T: Kayleigh Fardoe and Ciara Martin
8Q: Mia Maclean and Bailee Pettitt
8R: Anya Young and Morgan Jackson
8S: Tyler Rogers and Tino Cabello
8T: Hafsah Khan and Ayesha Khan
9Q: Isobella Cabello and Lara Conway
9S: Charlie Stapleton and Matthew Humphreys
9T: Christopher Marling and Carlton Edwards
10P: Paige Stallard and Riley Godbold
10Q: Ben Cartwright and Lewis Bevan

TEFL (CONTINUED)
opening up opportunities to teach abroad in the future.

It was nothing like we expected: of course we had to take notes but overall it was very hands-on and enjoyable. With us as the students, our trainer would go through lessons as if it was a true TEFL classroom abroad. We would then have to, in different groups, create our own short lessons teaching grammar rules and present them to the rest of the class who would then evaluate the lesson, giving advice on how to improve and what could have been done better.

At one point, however, the trainer put us in the shoes of those students that may not know English at all. She carried out lessons teaching us Catalan - the regional language of Catalonia - by speaking only in Catalan and nothing else, no English. As students, we could only communicate in Catalan. This experience taught us the different methods of teaching instead of simply just lecturing people, from physical gestures to images and even short plays that we had to perform. In the end, being put in the shoes of a student with no English (or in this case, Catalan) knowledge beforehand, really opened our eyes and let us truly understand how those students would feel; thus, it would allow us to connect with and teach students much better.

Overall, the TEFL course was a fantastic experience and I would definitely recommend it to those interested in teaching English or even looking to do something in their gap year! Who knows, in the future many of us may teach English abroad in countries such as Japan, Argentina, and Russia - with accommodation being provided by TEFL for free, of course.
CHRISTMAS TEA FOR THE COMMUNITY
Mrs Turton, Literacy Coordinator and Learning Resources Manager

Just before Christmas, some of our local senior citizens were invited into school for afternoon tea and entertainment by the students. The music department, ably assisted by sixth form students, decorated the stage to create a truly festive atmosphere. Once again, Miss Tuff, devoted several evenings to making paper polar bears to add to the table decorations and a number of staff kindly put their baking skills to the test and donated food.

Students of all ages gave impressive performances of a range of numbers, both instrumental and vocal, solo and group, prior to doing it all again in the evening! These events have become very well-known and popular with local residents, many of whom attend each time. Once again, many commented on how talented our performers were and complimented the smart, polite and helpful sixth form students who looked after them and served their tea. A few of our guests even took to the floor and danced to the final number - a testament to the event’s success!
ASSEMBLIES: DRUG AND KNIFE CRIME
Miss Sutton, Director of Learning, KS4

On Wednesday 30th January we welcomed Paul Hannaford into school to deliver assemblies to each year group about Drugs, Gang and Knife crime. Paul is an ex-addict and ex-gang member who has suffered emotionally and physically for the poor choices he had made in his past, but has now been clean for 12 years.

Paul explained how his choices took him from a young teenage boy with hopes of becoming a footballer, to a young adult who was attracted to the, so-called, ‘glamorous life’ that a gang offered him. He spoke about “feeling untouchable”, how he started using recreational drugs, but things very quickly spiralled out of control after being encouraged by peers to try Class A drugs at a party. From that night, his life changed; he lost everything: his house, his money, his so-called gang, his friends, and, most importantly, his family. He explained ‘joint enterprise’ to the students with a role play, explaining that, if they are in a fight in which their friend chose to use a knife, they can also be prosecuted under joint enterprise law and go to prison.

One part of the talk that really touched the students was when Paul spoke about family, how important they all were and should never be taken for granted. He says, after the way he behaved and the things he put his mum through, that he has no relationship with his brothers; his mum, although she has chosen to forgive him, only meets him once a year, on his birthday, for a coffee.

During each assembly you could hear a pin drop. Paul spent his break and lunch time in the canteen so students could speak to him and ask any questions they may not have been brave enough to ask in the assemblies.

With inner city gangs now branching out from the cities to the surrounding areas, known as the county lines, Hemel Hempstead is at risk. Our students are at risk and so it is our responsibility as a school to educate them to make the right decision. I would encourage you as parents to monitor your child’s behaviour and challenge any abnormalities. You can also raise concerns with the pastoral team at school who will also be happy to support. Many thanks to the Future Charity for their generous financial support in ensuring that these opportunities are available to all of our students.

ASSEMBLIES: HOLOCAUST MEMORIAL DAY
Miss Hardingham, Head of History

At the end of January, members of the Key Stage Three History Club and Year 10 History GCSE students delivered a moving assembly to mark Holocaust Memorial Day 2019.

People across the UK mark Holocaust Memorial Day, 27th January, by putting on events, assemblies, candle lightings, performances and many other activities. These commemorations are held to remember:
• The six million Jewish people who were systematically persecuted and murdered by the Nazis and their collaborators during the Holocaust.

• The Nazis’ other victims, including Roma and Sinti people, disabled people, gay people, political opponents and many others who faced persecution and death at the hands of the Nazis. Many of these groups did not receive acknowledgment of their suffering until many years after 1945.

• The millions of men, women and children, who have been murdered in the genocides which followed in Cambodia, Rwanda, Bosnia and Darfur.

27th January 1945 is the day Auschwitz-Birkenau, the largest Nazi death camp, was found and liberated. Specifically, 2019 also marks the 25th anniversary of the Genocide in Rwanda and 40th since the end of the Genocide in Cambodia.

It was a real pleasure to see students deliver their assembly so confidently in front of their peers. Students emphasized the role that young people play in challenging hatred and discrimination in our society (especially on social media), in order to create a world safe from genocide. Students described the genocides that have occurred worldwide since the Holocaust, pointing out that, despite the world saying ‘never again’ after 1945, humanity has not learned its lessons from the past.

I would like to congratulate the following students for their participation, courage and maturity in delivering such an emotive assembly:

Aroosa Khan
Thesiya Parathan
Laura Andrews
Maddison Farkas
Sophie Ellemore
Abigail Duffy
Emma Badcock
Imagin Lee
Pippa Marchant

ASSEMBLIES:
TEENAGE CANCER TRUST
Mr Willis, Joint Head of Modern Languages

Earlier in the term, we welcomed Teenage Cancer Trust to speak to Y11s. The presentation covered:
• what cancer is & how it is treated
• common signs and symptoms of cancer in young people
• the impact of cancer on a young person
• types of treatment
• healthy living and how this can help reduce the risk of cancer in later life

Each year the charity speak to about 250,000 young people across the UK, breaking down fears about cancer, as well as educating and raising awareness around young people with cancer. Cancer is, thankfully, rare in this age group; but they also help support those going through treatment with specialist units throughout the country. We are planning for them to be one of our key charities moving forward.

They will be returning later in the term to speak to Y12/13s.

The challenge/question set for Y11s following the presentation was to let 5 people know the 5 warning signs. So, if you are a parent of a Y11 student, please do ask them what those warning signs are: hint – they start with the letters L.U.M.P.S.
ASSEMBLIES: JANINE WEBBER, HOLOCAUST SURVIVOR
Miss Hardingham, Head of History

We were privileged to welcome a Holocaust survivor, Janine Webber BEM, to Laureate Academy as part of a visit organised by the Holocaust Educational Trust.

Hearing first-hand the testimony of a Holocaust survivor is an invaluable learning experience for students. The numbers involved in the Holocaust are so vast, testimonies allow us to reflect on one person’s experiences. Nobody makes sense of statistics on a human level, so by spending time exploring the stories of individuals, we can begin to humanise otherwise distant events and comprehend the enormity of seemingly inconceivable realities.

Janine’s testimony will remain a powerful reminder of the horrors so many experienced. We are grateful to the Holocaust Educational Trust for co-ordinating the visit and we hope that by hearing Janine’s testimony, it will encourage our students to learn from the lessons of the Holocaust and make a positive difference in their own lives.

Moreover, the opportunity to hear survivors’ eye witness accounts and experiences is quickly vanishing, making Ms Webber’s visit even more of a privilege for our students.

About Janine Webber BEM

Janine was born in Lwow, Poland in 1932. Persecution of Jews in Lwow started very quickly after its German occupation in 1941. Janine and her family were forced to move to an area on the outside of town in preparation for the establishment of a ghetto.

On hearing that there would be a Nazi raid one day, Janine, her mother, and her brother hid in a hole that had been dug under the wardrobe. The Nazis discovered the other members of her family and her father was shot, her uncle and cousin were deported to a concentration camp.

Janine was moved to the ghetto and her uncle was able to find her a non-Jewish family outside of the ghetto who were prepared to hide her. She then went to live with another family with her brother but one day the Polish daughter of the family brought home an SS officer so she was forced to flee. Her brother was killed by the SS officer. She managed to find work as a shepherdess where she remained until the family she was living with learnt of her Jewish identity.

NEW BIKE SHED
Mr Tizard, Assistant Headteacher

As you will see from the photos, we are delighted that we finally have our new bike shed up and running. It has been a long term project with students organising various fund raising activities throughout the last 12 months, together with support from Lord and Lady Nash through their charity, Future.

Just a reminder that we strongly recommend that bike helmets are worn at all times, and would welcome parents support in this matter.
Janine’s aunt had given her the name and address of a Polish man, Edek who was the caretaker of a convent in Lwow and she went to him and hid in the attic of a building where she was reunited with her aunt, uncle and 12 other Jews in hiding. Janine’s aunt managed to obtain fake papers for her and she was taken to a convent.

Six months after the end of the war, Janine’s aunt returned for her. Together, they left for Paris. In 1956, Janine came to England to improve her English where she met and married her husband. Today, Janine still lives in London and regularly shares her testimony with schoolchildren.

**FOOD ASSESSMENTS**

*Mrs Morley, Director of Learning Science and Technology*

Year 11 Food Preparation & Nutrition students were given the task to plan, prepare, cook and present three dishes which could be demonstrated to the parents by a cook at a local primary school.

The purpose of this task was that the school wanted to show parents how they can increase the variety of seasonal fruits and vegetables in their children’s diet, as many children do not like to eat fruits and vegetables.

The students took on the task by researching different dishes and hiding a variety of vegetables in the dishes and by altering textures and flavours. Students had to complete all three dishes within 3 hours and serve. All students in attendance completed the dishes in the allocated time and presented them well.

**UNIFORM**

*Mr Benjamin, Assistant Headteacher*

The vast majority of students at Laureate Academy wear their school uniforms with pride. It is always a pleasure to stand at the gate with Pastoral staff and greet students as they enter the school looking smart, presentable and proud.

It was recently passed on to SLT by a parent that, to them, the school is by far the smartest in the area. When students look smart they feel confident and the school can be proud as it is sets us apart in a positive way.

By way of reminder could all parents and carers please support the school ensuring the following:

- Outdoor jackets/coats, scarves and gloves are dark in colour (navy blue or black).
- No hoodies are allowed.
- School shoes must be black and ‘polish able’ and accompanied by dark socks.
- Make-up is not excessive (discreet) and that ear studs worn are in the ear lobe part of the ear.

As always we expect the most from our students and want them to understand and be prepared for the expectations and challenges they are bound to face in the future. When it comes to certain occasions, jobs and promotions, how we dress and how we present ourselves cannot be ignored.