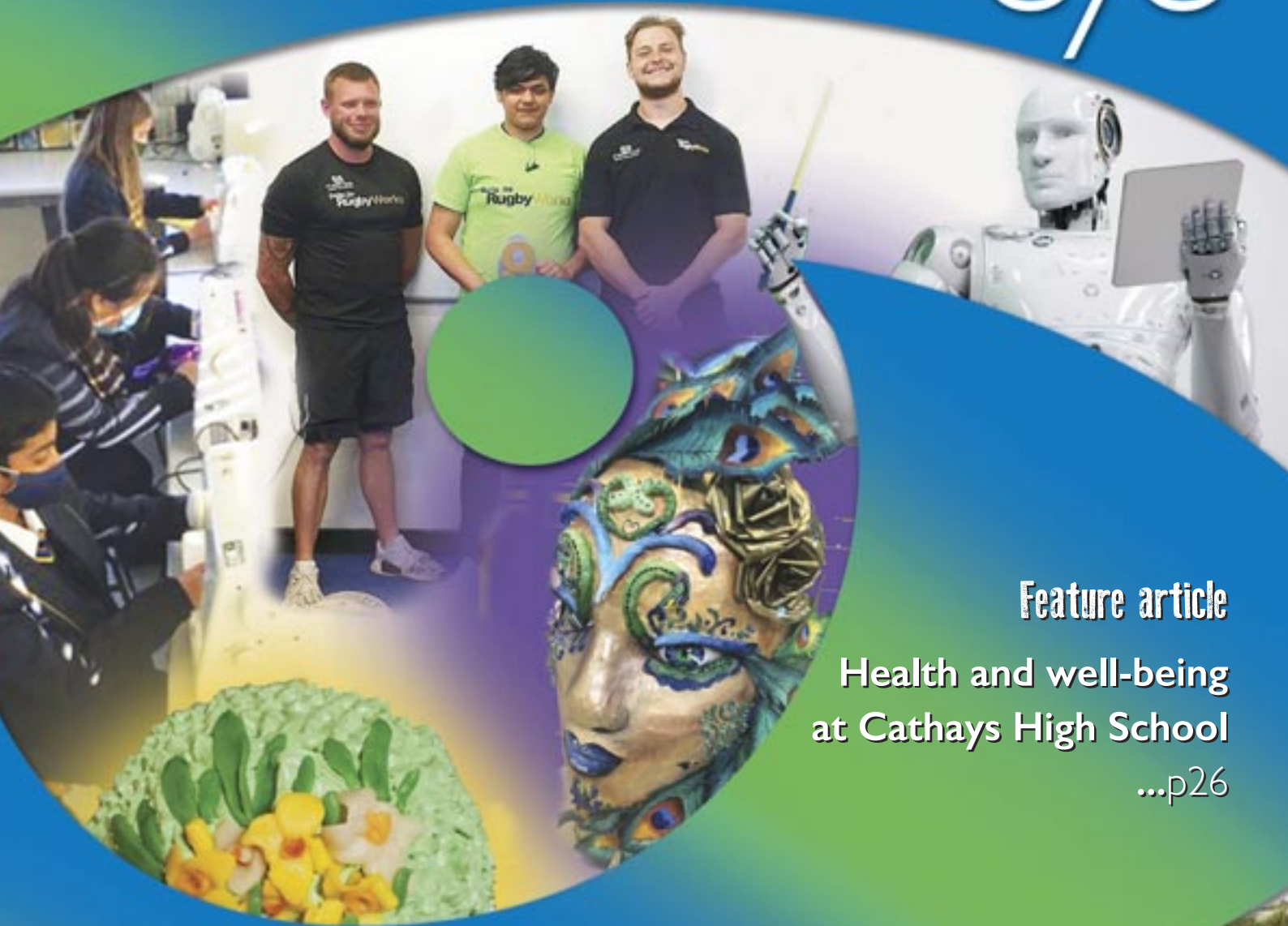


April / Ebrill 2021



# Ilygad Cathays eye



Feature article

Health and well-being  
at Cathays High School  
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»» Cyfleoedd i bawb Opportunities for all

## Welcome • Croeso



The last 12 months have been eventful and challenging for everyone around the world and that was no less the case at Cathays High School. However, in the most difficult of circumstances unity and togetherness is often strengthened and adversity gives people the chance to show the very best of themselves. These qualities have been present in great abundance within our community since last March.

Like all schools in Wales, 2020-21 has been a very disrupted year for Cathays High School with year groups, half-year groups and classes forced into periods of self-isolation on top of the lockdowns that the Welsh Government have put in place to control the spread of the virus. Students, families and colleagues though have not allowed it to stop us learning and looking after each other. Through the different stages of lockdown and isolation we have learnt and applied lessons to what we teach, how we teach and when we teach students. We have developed

our systems for checking on engagement, communicating with families and supporting the wellbeing of our young people. We have also tried to make the most of our time together in school, prioritising wellbeing, core knowledge and key skills so that students feel well-supported and do not fall behind in learning.

Cathays High prides itself on being an adaptable community changing our offer to best meet the needs of children and families depending on the circumstances and context in which we find ourselves. These are long-held and cherished values and skills of staff at Cathays High and they have allowed us to fulfil our mission to provide *“Opportunities for All”*. These same values and skills have proved to be incredibly useful in the current climate.

In the last few weeks, Estyn (the national inspectorate) have identified several elements of our wellbeing support, teaching, learning and leadership during the pandemic as examples of good practice that they want to share with other schools. Cathays High School is always pleased to be able to share the strengths of our school to support others and I am very pleased that the hard work of our pupils and colleagues has been recognised by Estyn. They have spoken to every secondary school in Wales over the last few months to find out what they have put in place to mitigate the impact of the response to Coronavirus and have identified our provision as being particularly effective.

I want to say a huge thank you to our families who have been incredibly supportive of colleagues and me over the course of this academic year. It has been a very challenging time for you trying to

manage your work, caring for unwell family members and supporting your children's education at home. Through of all this your communication with us has been constructive, respectful and empathetic of the challenges we are trying to overcome together. It is much appreciated.

It seems like better times are on the horizon with the advent of mass vaccinations. I hope the process is worked through quickly so that we can return to some degree of normality and our children can return to school secure in the knowledge that there are unlikely to be more lockdowns disrupting their education.

I was honoured to be given the chance to lead the school temporarily in September 2020 and even more so to secure the permanent headship in December. It has been an unusual start to my tenure as headteacher but one which has enabled me to learn and develop lots of new skills and knowledge, which is what a school should be about. A place where everyone grows and develops in response to new challenges every day. Cathays High colleagues will continue to share with students the importance of being prepared, showing respect and having pride in themselves and their community as the key behaviours that underpin our mission to provide *“Opportunities for All”* at Cathays High School.

**Mr Stuart Davies**  
**Headteacher / Prifathro**



## Eisteddfod 2021



The Eisteddfod is an annual unique festival that takes place in Wales. It is a cultural festival, held through the medium of Welsh, which provides a national stage for music, dance, the visual arts, original performances, family activities and all kinds of competitions, in a welcoming, fun and unique environment.

This year's Eisteddfod was a little different! Due to COVID, we took our Eisteddfod online for the first time and held a virtual celebration. We had welcomes and introductions from our Head Boy and Girl, a performance from our staff choir and a solo from the very talented Mr Evans, singing 'Calon Lan'. We showed video performances of pupils who entered the music competition on the piano and drums as well as recitations of poetry by our Year 7 pupils.

A big well done to everyone who participated on the day and who made the effort to submit an entry and congratulations to all the competition winners - listed in the following pages.

### **We spoke to some of our pupils about their views on this year's virtual Eisteddfod.....**

**How does it feel not being able to hold the traditional St David's Day celebrations in person?**

*"It was disappointing not to have the Eisteddfod in person as it's an opportunity to bring the school together to celebrate school talent and our culture. However, we did make the best of things by holding our Eisteddfod virtually and on St David's Day various competitions/quizzes and activities had been organised."*

**Why is it so important to celebrate Welsh culture and St David's Day?**

*"As a school it is extremely important to us to celebrate the Welsh language and culture. As a multicultural school it is important for our pupils to feel a sense of pride in their identity. Celebrating St David's day allows our pupils to develop a deeper understanding of Welsh culture and tradition especially through our Eisteddfod. This event allows pupils to explore Welsh literature, songs, dance and the traditions of the Eisteddfod through the years."*

**How did the pupils find being able to have an Eisteddfod from home?**

*"I think the Eisteddfod went well and it was an enjoyable and fun virtual event. However, it didn't have the same atmosphere as our usual Eisteddfod – but I know that is impossible to do currently."*

*"I think that it is important to celebrate the Eisteddfod every year because it encourages the pupils to speak Welsh and celebrate Welsh culture. Pupils are also very happy to take part so that they can win points for their house."*

*"I think that the Welsh language is important because learning it means that you are able to communicate with more people in your community. It also gives you more opportunities when it comes to jobs and makes you more appealing to employers."*

## CRIW CYMRAEG

At Cathays High we are aiming to achieve the Bronze Award for the Cymraeg Campus - Siarter Iaith (Welsh Charter). The Siarter Iaith is for everyone; all members of the school community have a part to play - the school council, learners, workforce, parents, carers, governors and the wider community.

This will ensure every school has full ownership of their Siarter Iaith. Together we will increase the social use of Welsh by children and young people.

We will be sharing regular updates as we progress through the Bronze Award, about what we are doing and what the Criw Cymraeg are doing to help us. Pupils chosen to be part of the Criw Cymraeg, will act as Ambassadors and encourage the use of the Welsh language around school and in their community.



# Eisteddfod 2021

## History

The task for the History competition was to write a poem or news flash based on a Welsh icon or a historic Welsh event.



1st PLACE - George L



2nd PLACE - Oliver B



3rd PLACE - Laialy A

## Spanish

There were different tasks set across the three-year groups for our Spanish competition. In Year 7 pupils had to perform La Macarena, in Year 8 pupils had to cook a Spanish themed dish and in Year 9 pupils had to write a poem in Spanish.



1st PLACE YEAR 7 – Isaias B



1st PLACE YEAR 8 – Ebrima J



1st PLACE YEAR 9 – Prisha D

## Physical Education

In PE we held two competitions involving Planks and Burpees! Pupils had to film themselves performing a 'plank' for as long as possible and complete as many burpees as they can in 60 seconds. There were some very impressive competitive entries and we loved the effort put in by everyone who entered.

1st PLACE YEAR 7 BOYS PLANK- Emad W – 9 Minutes 50 Seconds!

1st PLACE YEAR 7 GIRLS PLANK- Eleni C – 2 Minutes 50 Seconds

1st PLACE YEAR 7 BOYS BURPEES - Emad W – 29 Burpees

1st PLACE YEAR 7 GIRLS BURPEES - Eleni C – 22 Burpees

1st PLACE YEAR 8 BOYS PLANK- Ebrima J – 37 Seconds

1st PLACE YEAR 8 GIRLS PLANK- Malak E – 55 Seconds

1st PLACE YEAR 8 BOYS BURPEES - Ebrima J – 16 Burpees

1st PLACE YEAR 9 GIRLS PLANK- Emily W – 54 Seconds

1st PLACE YEAR 9 GIRLS BURPEES - Emily W – 16 Burpees





## Eisteddfod 2021

### Religious Education

Pupils were asked to create a poster showing the work of Christian Aid and Islamic Relief and we received some really great posters that highlight the amazing work carried out by both charities in the UK and across the world.

Christian Aid is the official relief and development agency of 41 Christian churches in the UK and Ireland, and works to support sustainable development, eradicate poverty, support civil society and provide disaster relief in South America, the Caribbean, Africa and Asia. Islamic Relief is an international aid agency that provides humanitarian relief and development programmes in over 40 countries, serving communities in need regardless of race, political affiliation, gender or belief.



1st PLACE Year 7: Laialy A ▶▶▶



2nd PLACE Year 7: Rumaisa M



3rd PLACE Year 7: Ffion B



1st PLACE Year 8: Ibrahim A ▶▶▶



1st PLACE Year 9: Prisha D ▶▶▶



2nd PLACE Year 9: Kristian N



3rd PLACE Year 9: Beatrice H



## Eisteddfod 2021

### Science

The Science department decided to set each year group a different task to complete for the Science competition this year.

**Year 7 - Write a story or comic strip with the title 'Life without Electricity'.**



1st PLACE: Ruby B



2nd PLACE: Miguel D ▶▶▶



3rd PLACE: Rachit S

**Life without Electricity**

I rather woke up rather dull and tired to a new day out of my bed in my house. I slowly stretched up out of bed, opened the curtains to a sunny day and that was good because there was no need to light up a candle. I lived in a short, small, dull bungalow. I didn't have that much furniture in my house although I did have an old big shelf of books. I changed out of my pyjamas first and looked in my food basket to see what I could eat. My parents suggested I could eat sweet, juicy fruit so I enjoyed a piece of melon. Later, I decided to go to the park as I was continuing to get bored and I wanted to go with a friend of mine too. I used my bike to get to my friend's house, he lived just 5 minutes up the road so that was a good advantage and once I arrived there I knocked on his door waiting for him to open. He opened the door and surprised me! I didn't expect him to come out that fast, it was like a flash. I asked if he could come with me to the park. He replied that he could but only for 2 hours as he was going to be busy later. We then happily hopped on our bikes along the street with lighted fire torches and there was a band playing drums as we went down the street to the park. We entered the park and I saw people running, reading books and looking at the wildlife in the pond. We firstly looked at the map of the park and decided that we would just bike through the path uphill and down. I started pedalling rapidly up the bumpy, dirty bike lane and I forgot to bring water so that wasn't good! As I reached the top I was pounding for breath feeling exhausted and I looked down and saw my friend still biking up the hill, it seemed like he was taking his time. Later as we went down the hill we were getting bored again (usually we both get bored pretty much everyday). I then decided that we could go and take a break at the centre area where there are benches. When we got there we were tired so I took my board game out and the game was snakes and ladders and it was very nerve-racking as we played because it was a close game! I was so happy because I won the match and my friend was a bit disappointed because he only needed a bigger number on his dice roll to win. Time flew past and turned midday as we heard the city clock bell which meant my friend had gone home. I also decided that I would make my home tea so as we exited the park we friendly waved to each other and went opposite ways of the street. We both cycled to our door bell. As I arrived at my house I could see the thick steam coming out from the chimney and I went inside. I desperately needed another drink so my parents thankfully gave me one. We got our water from the deep well in the garden. I sat down on the table with a piece of bread whilst reading one of my fascinating favourite books about what it would like in the future. It spent most of the day reading that, I couldn't take my hand off it!

**Year 8 - Design a poster to tell people about the importance of 'Safe Drinking Water'.**



1st PLACE: Farhana A ▶▶▶



2nd PLACE: Malak E



3rd PLACE: Zainab M

**Safe Drinking Water**

**Why is it important to drink clean water?**  
Safe drinking water is extremely important to stay safe from diseases and for good health.

**Top 3 countries with the least access to water are:**

- Eritrea with 88.7% of people
- Papua New Guinea with 4.8 million people
- Uganda with 51% of people

Drinking impure water can cause diseases like diarrhoea, cholera, dysentery, typhoid and polio. It is estimated that 485,000 diarrhoeal deaths happen each year due to drinking unclean water.

The 3 countries mentioned above get their water from rivers and streams which is not drinkable water. Placing drinkable water taps nearby houses that need water could help them save time and get access to clean water. At Least 3 taps could help lots of people living in a village.

**Year 9 - Design a poster to inform people about the environmental problem of 'Plastic Pollution'.**



1st PLACE: Prisha D



2nd PLACE: Fatima K



3rd PLACE: Anwen ▶▶▶

**Plastic Pollution**  
**NOT JUST THE TIP OF THE ICEBERG**

Globally, 100,000 marine mammals die every year as a result of plastic pollution. This includes whales, dolphins, porpoises, seals and sea lions.

Plastic Pollution is a colossal problem for the health of our oceans, and a main cause is its purchasing, consumption and storage of food. Simply using paper bags instead of plastic bags could make a huge difference.

Every year, around 8 million metric tons of plastic waste enters the ocean, where it can prove fatal to marine life.

It only takes a small piece to kill!

Simply spend just two minutes doing a litter pick down on the beach, or if you can't get to a beach then a litter pick anywhere will help to improve your environment.



## Eisteddfod 2021

### Technology and Digital

The Technology department set a task for pupils to create a Google site and PowerPoint with an Eisteddfod theme.



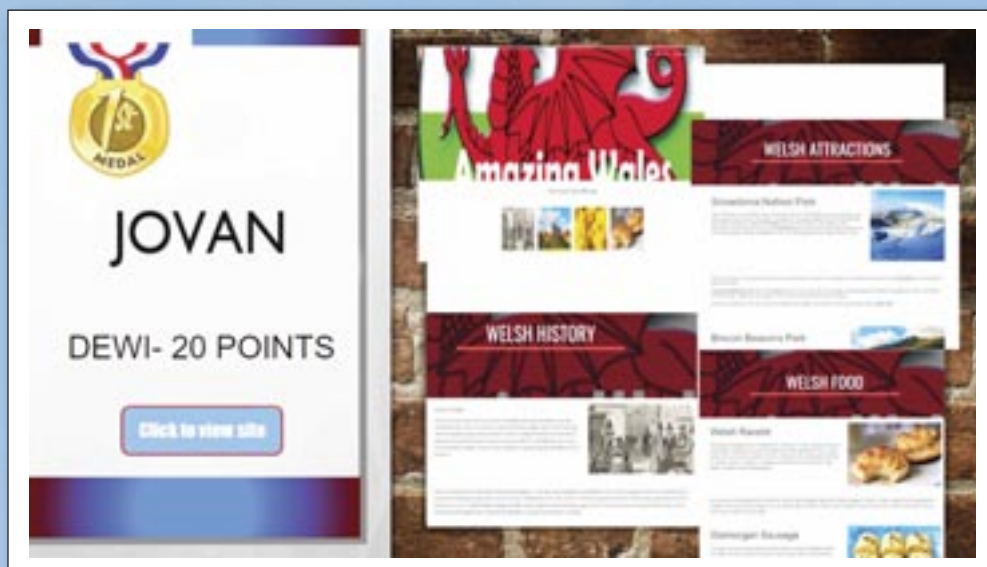
1st PLACE – Jovan R ▶▶▶



2nd PLACE – Kacey M



3rd PLACE – Samiya A



### Maths

This years Maths competition was to create an Eisteddfod/Welsh themed image or picture using only shapes. We had a lot of entries for this competition all of which were imaginative and original. The Competition winners were:

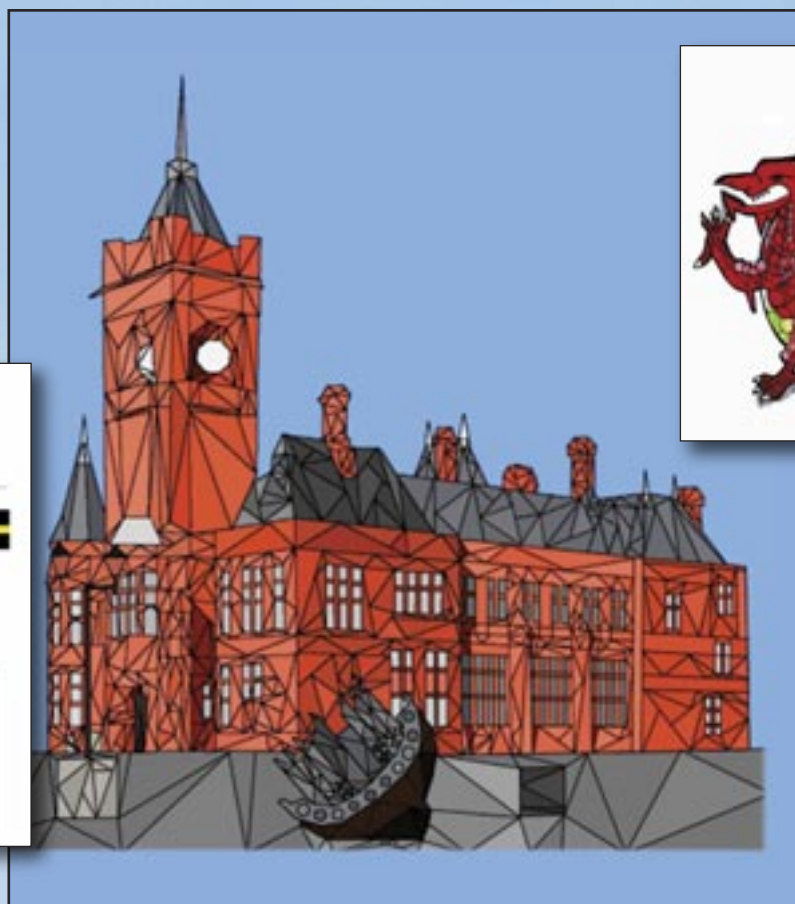
Farhana A

Malak E

Prisha D

Marafi S ▶▶▶

Hadeel A

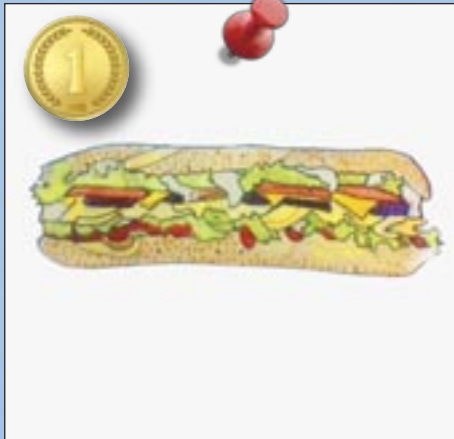


Prisha D

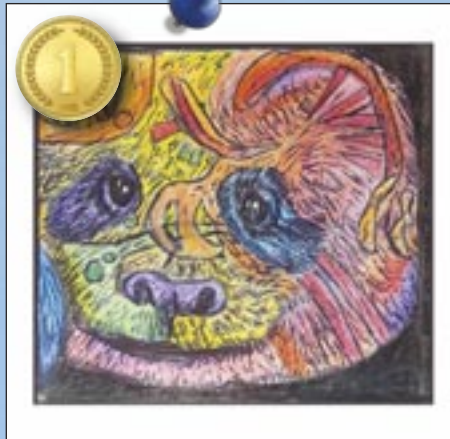


Eisteddfod 2021

# Art



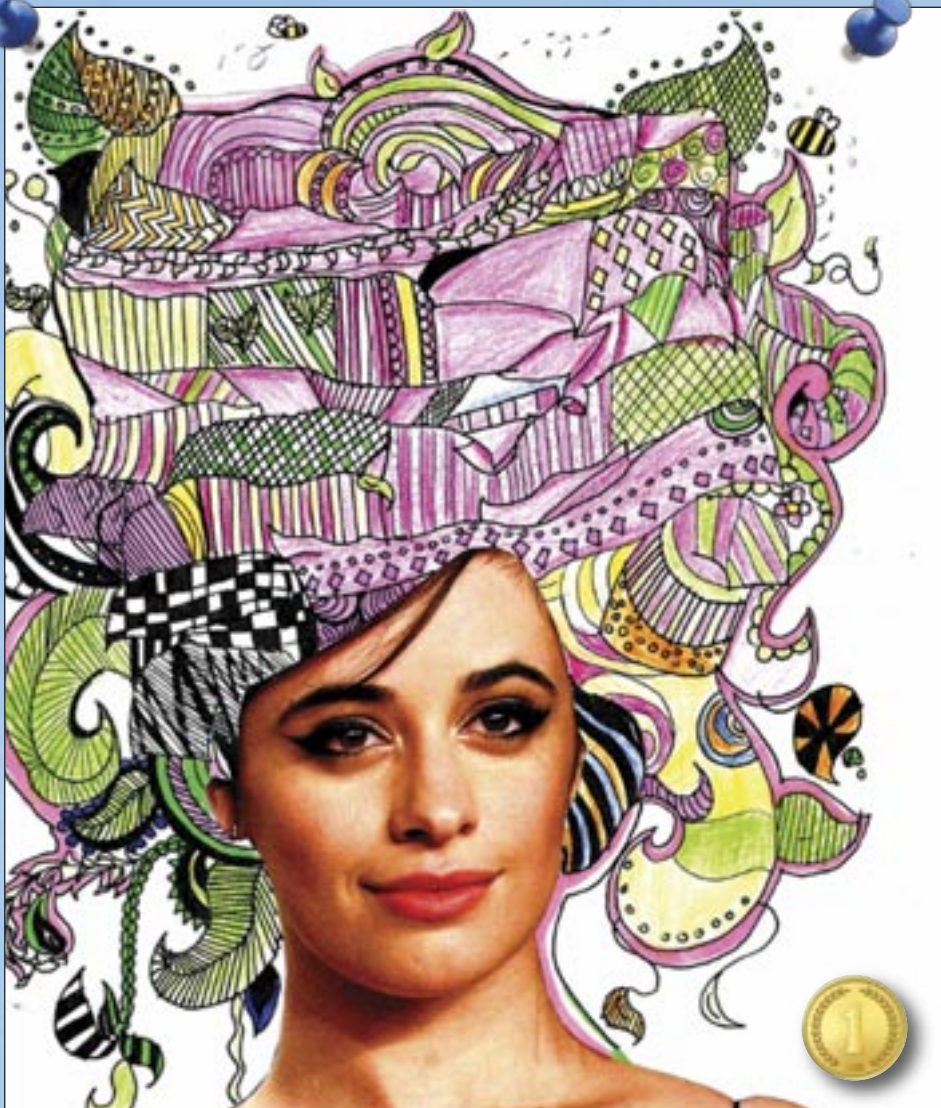
Year 7 1st Place - Hadeel A



Year 8 1st Place - Malak E



Eisteddfod Drawing - Malak



Eisteddfod - Art Year 9 1st Place - Prisha D



Eisteddfod Drawing - Zina



Eisteddfod Drawing - Celyn

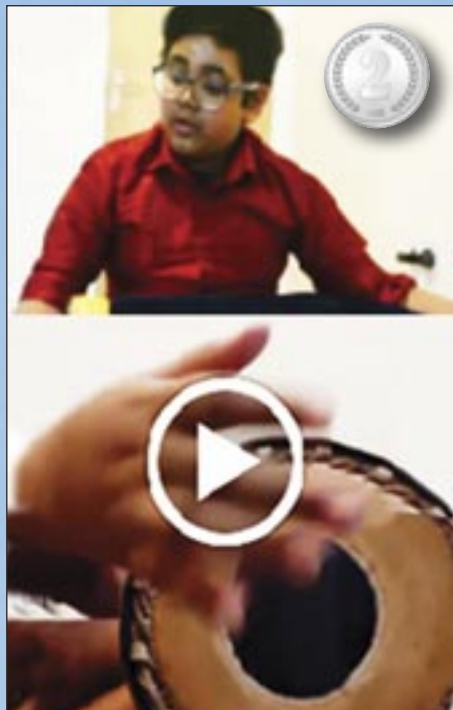


Eisteddfod 2021

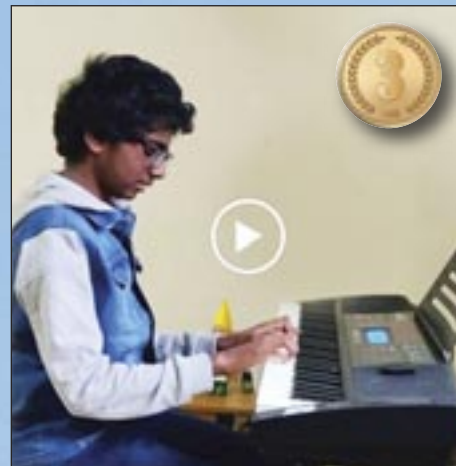
# Music



Year 7 1st Place - Ffion B



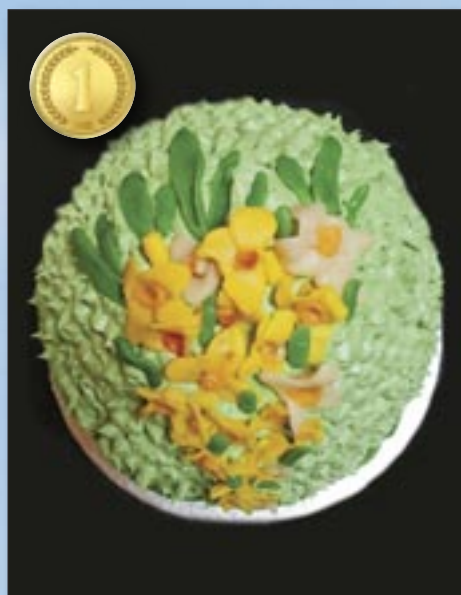
Year 7 2nd Place - Nithush P



Year 7 3rd Place - Jagannath R

## Food Technology

We asked pupils to design or create Welsh themed Cupcakes for this year's competition. There are definitely some master bakers in our school as well as some creative designers. We love and appreciate the time and effort that pupils put in to create their cupcakes.



1st Place: Nithush P



2nd Place: Marafi Sa



3rd Place: Kacey

## Eisteddfod 2021

### Chairing of The Bard

The Chairing of the Bard (Welsh: Cadeirio'r Bardd) is one of the most important events in the Welsh Eisteddfod tradition. The most famous chairing ceremony takes place at the National Eisteddfod of Wales, and is always on the Friday afternoon of Eisteddfod week. ... Local children perform a dance to honour the new bard.

We of course have our own Chairing of the Bard here at Cathays High School. To enter pupils must write their own poem about Wales and submit their entries to the English department to be judged.

The winner of The Bard 2021 is Betsi S 7CB2 of Glyndwr for her fantastic poem about a Match Day in Cardiff. Ardderchog Betsi!



Cathays High School 'Bard's Chair'

Principality Stadium 2019



### Wales on a Match Day

By Betsi S

*Everyone gets up early – they're all too excited to sleep the night before.  
Why? Because tomorrow is Match Day!  
Everyone in Wales is waiting for kick off.  
Will we win? Of course we will! We always have faith in our team.*

*Some people are at home and watching on their sofa, some are in the pub.  
The really lucky ones have their tickets in their hands.  
They're on the train and everyone loves everyone.  
Everyone is friends today because today is Match Day.  
We're all united. WALES! WALES! Chants all around Cardiff.  
Outside the Millennium Stadium you can't move because everyone wants to be there.  
The tension is building before the big game and EVERYONE has a drink in their hand.  
Mostly plastic glasses with a pint.*

*First we hear Delilah and everyone sings like Tom Jones.  
And shouting Oggy Oggy Oggy Oi Oi Oi!  
My dad cries at the anthem and my mum is always hoping that Leigh Halfpenny is playing.*

*There's flames and fire and the team run out on to the pitch.  
Everyone has the hairs on the back of their neck standing up.  
We all hope it's a good ref. The ref always gets blamed for everything.*

*80 minutes is never enough.  
But sometimes feels like too much.  
We're ahead then behind. There's penalties and scrums.  
A rollercoaster of emotions for both sides.*

*Then it's over.  
Happy if we win and crying with joy.  
We are the best in the world. We can beat anyone.  
Everyone deserves a knighthood.  
Or sad when we don't.  
We will do better.  
The coach should be sacked!*

*But always waiting for the next game. The next match.*



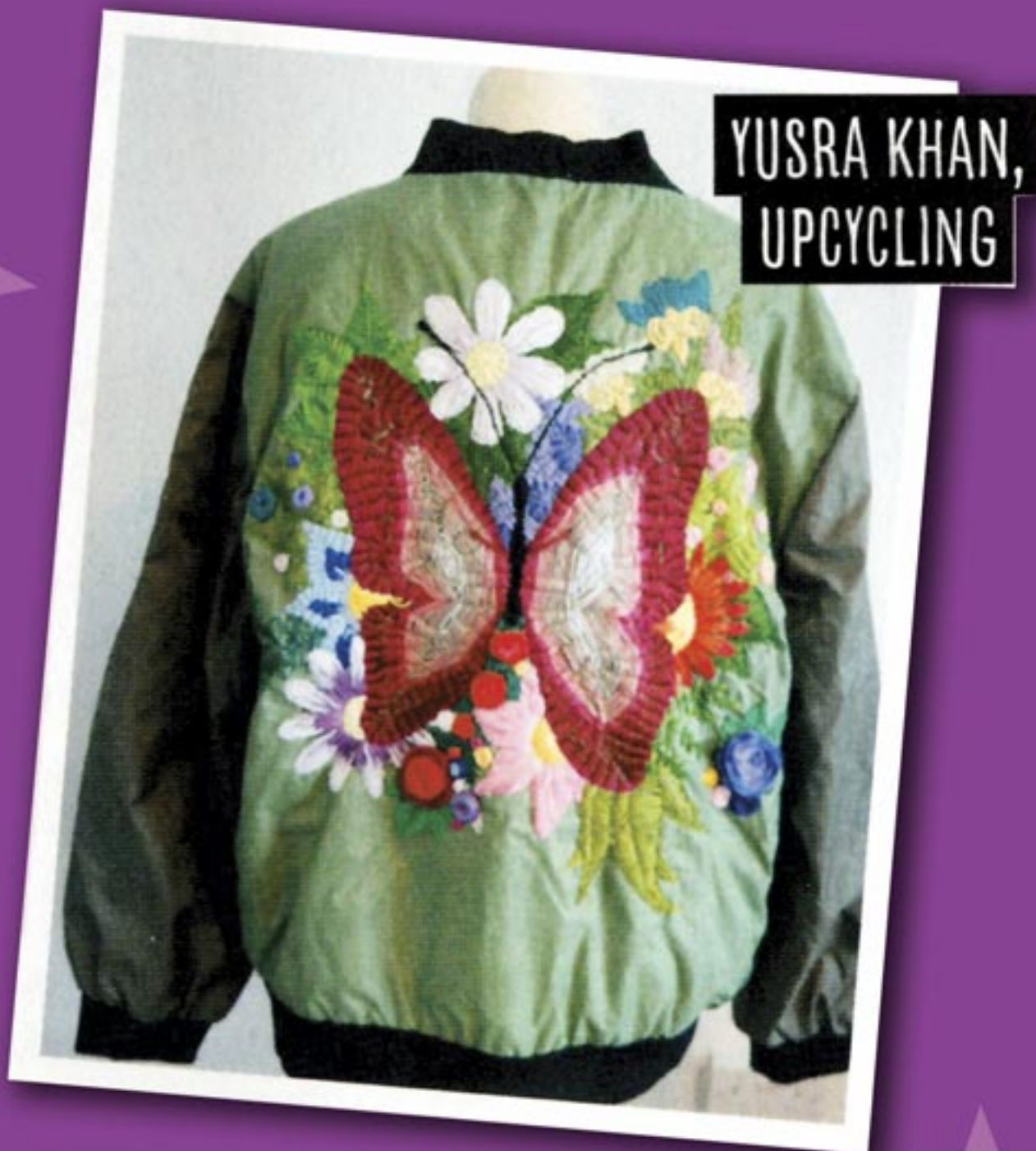
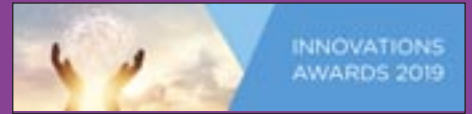
## Sew Magazine Debut • *Debyd Cylchgrawn Sew*

Sixth Form pupil; Yusra Khan made her debut in the March issue of 'Sew' Magazine. Yusra created a beautiful and imaginative jacket in 2019 for her GCSE examinations and it is exceptional.

Her jacket (which was made from Mrs Durrant's old tent) was shortlisted in the upcycling category of their 'Dressmaker of the Year 2020'.

Yusra meticulously hand embroidered the jacket with a butterfly and flowers and what doesn't come over in the photograph her is attention to detail from the inner lining to the pockets.

Yusra's creation also went on to the WJEC Innovation Awards and toured Wales as part of an exhibition. Well Done Yusra – we are so proud of you!



YUSRA KHAN,  
UPCYCLING

### Good Enough to Eat • *Digon Da i'w Fwyta*

At the start of the year pupils in Year 7 were busy making cushions based on their favourite food and drink. For many of the pupils this was their first experience of creating something using fabric and the equipment in the Textiles Room.

After some mouth-watering discussions about which logo they would like to choose they began to plan the shape and fabric colours they would need. During the project pupils were given the opportunity to learn how to create their cushions using fleece, taking great care to cut out their logos accurately, assembling the logo, ironing the pieces to their chosen background beforehand stitching them in place. Once the logo was firmly attached pupils were able to use sewing machines to sew the front of the cushion to the back before stuffing them and sewing them closed. The pupils have worked really hard and the results have been amazing.







# Remote Learning update • Diweddariad Dysgu o Bell



**In RE** we have been working with students providing live lessons on the topics we would have been covering in school such as Holy Books and Festivals and setting guided research work to prepare students for future examination topics. Years 7-9 produced entries for the Eisteddfod. We have also been completing coverage of the GCSE Syllabus with Years 9-11 and working on examination style answers. Year 10 Sociology students have been continuing with their GCSE course and focussing on Research Methods and Sociological Theories. Well done to everyone so far.

**In History** we have been working on adapting our lessons to online learning - focussing on the Black Death in Year 7, the Industrial Revolution in Year 8 and the First World War in Year 9. Key Stage 4 classes have been continuing to follow their GCSE courses - focussing on popular entertainment in 1920s America and Year 10 and developments in medical knowledge through time in Year 11. We have been impressed with how well pupils have adapted to new approaches to learning such as Microsoft Teams, Google Forms, Jam Boards and other types of remote learning. Some of Year 7's Black Death research and presentations done through Google Classroom has been particularly impressive!

**In Geography** we have been providing pupils with remote interactive activities to complete online, focussing on *Tropical rainforests* in Year 7, *Rivers* in Year 8 and *Natural Hazards* in Year 9. Key Stage 3 were invited to submit their Eisteddfod entry which was to create a video advertising Cardiff to tourists. Year 10 have recently sat an end of topic assignment and are about to move onto Theme 2 - *Rural & Urban links* and Year 11 is currently studying Theme 6 - *Developmental & Resource Issues*. All pupils have shown their resilience to such a difficult time and we are impressed with how they have engaged with the remote learning activities set on Google Classroom. We have used a number of approaches such as Jam Boards, Google Forms and GCSEPod, students have shown adaptability and independence when using these platforms.

**GCSE Business** pupils have continued with their GCSE courses. Year 10 have focussed on 'Business Ownership' and have recently started a new topic on 'how and why businesses grow in size'. Year 11 have finished their topic on 'business operations', by completing a test and we are commencing 'human resources' this week. Each lesson I am impressed with how resilient and adaptable pupils are and their ability to independently manoeuvre around the resources, on Google Classroom and their determination to do their best work. I am also appreciative of the helpful practical tips pupils are offering me, regarding technology mishaps.

## Pupils of the Month

### RE

Year 7 - Rumaisa M / Jeff R

Year 8 Anwen V-J / Abdul M

Year 9 Prisha D

Year 10 - Ella Moyse

Year 11 - Darcey Rose E

### History

Year 7 - Madeha R

Year 8 - Ibrahim A

Year 9 - Ben F

Year 10 - Lucy A

Year 11 - Faiza H

### Geography

Year 7 - Panagiotis T / Mutwakil A

Year 8 - Sebastian B

Year 9 - Georgia G

Year 10 - Morgan D

Year 11 - Zena M

### Sociology

Year 10 Thanika P

Year 11 - Zainab M



# A SCHOOL FOR THE FUTURE ♦ YSGOL AR GYFER Y DYFODOL



## THE FUTURE

7cEN1 and 7abEN4 made slideshows in their English lessons reflecting on the effects of the coronavirus pandemic on learning, and how learning in the future may be different, in the light of our increased use of technology in the classroom....

*"Everything has changed now that COVID-19 is here. Our daily lifestyle has changed too, as well as our education, exercise and going to the shop. Luckily, we have platforms that help us see each other virtually, like Teams or Google Meet."* (Nadia H)

*"In a short period of time, life has changed drastically. We have gone from playing in the yard to having to be 2 metres from most people; from being in classrooms learning to online meetings. If COVID -19 is still going many years into the future, then kids could still be doing online classes."* (Tianna N)

*"We have all got used to using the Internet and technology. We forgot about physical school, but I prefer real school to online school."* (Zen I)

*"If COVID-19 carries on, online learning may go on forever."* (Vivian H)

*"Education in the future will be more technologized: a lot more technology than there is today. Books will turn into tablets. Pupils will be using computers and communication technology a lot more than paper in classes."* (Hannah L)

*"In the future we will use more technology such as iPads and Chromebooks, but we will probably use holograms for presentations and assemblies. Classrooms will be more advanced technology-based. We might even not have classrooms because, with the technology of the future, there would be endless possibilities."* (Ameen A)

*"There will be these chairs where it has like a helmet on top. Then, when you put it on, you're in a lesson with everyone else. If you know the answer, instead of going to the board, they have a table with a screen in front of the students, so they can answer the question, so it would be like school but at home."* (Mariya R)

*"Or a robotic cap that can give you all the answers you need. This means no need to think: it would give the pupils all the help they need."* (Arman M)

*"You could have different pills for different subjects: a P.E. pill to increase reaction times by 10% and a test pill to make you really focused, giving you a 20% increased success rate."* (Martim C)

*"What if they had injections/medications they had to take daily to have the education they need?"* (Aala O)

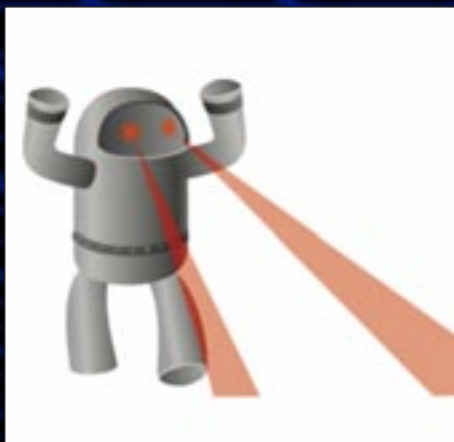
*"Wires placed on your head near the brain would be so cool and fascinating! School won't even be a thing: when you are born, the doctors will connect you into wires that teach you maths, English, science... then you will be super smart!"* (Zen I)

*"People in the past thought that we'd be all fancy, using laptops and VRs, and draining smartness into our brains. While we do use laptops right now in the pandemic, in the future they'll use them 24/7. They'll be way more advanced than us."* (Fatima S)





## A SCHOOL FOR THE FUTURE ♦ YSGOL AR GYFER Y DYFODOL



### ROBOTS

*"Teaching will be mainly online; only teachers will be in the classroom at all times. Teachers will be replaced by robots, which will make lessons more difficult. Robots will be teaching an online learning programme, and will be able to teach loads of subjects. They will teach more IT, and they will also teach DIY and how to make things. There will be robots that come to your house when you're stuck or need help with work: every day a robot will come to your house for a 1 hour tutorial."* (Amayah L)

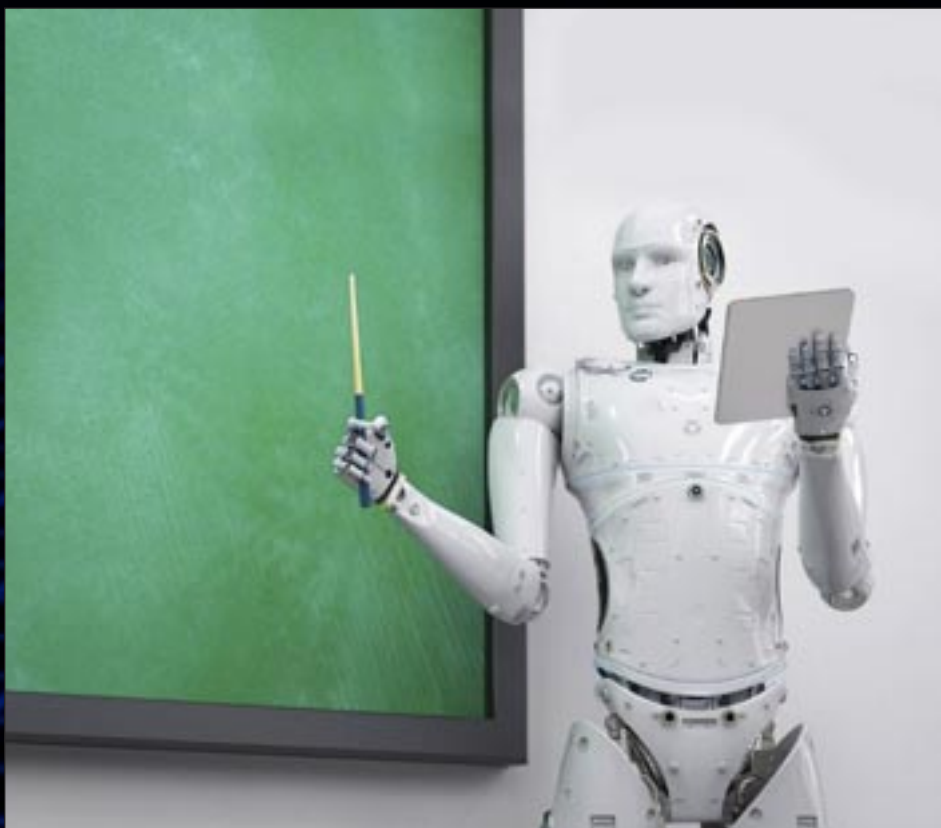
*"Teachers might not even be around in the future: you could have a robot to teach you. You would never need a human teacher, ever."* (Ameen A)

*"Instead of asking your parents or siblings to help with your work, I think there will be a homework helper robot-thing. If you are stuck, just press the red button and ask the question; if you press the green button it helps you study. For better handwriting, you just ask the robot, and there you have it."* (Mariyah R)

*"This is another thing that could happen, which is scary! What I mean by this is a robot doing what a teacher does; the things that could go wrong with this is that the robot could go out of order. It could be a good thing; we will never know until it actually happens. I wouldn't want this to happen, but it might."* (Laialy A)

*"Soon, but surely, teachers might be replaced by robot educators, who will provide a better and more 'fun' way of learning. Robots might teach quicker than normal teachers, as they are likely to be programmed to know literally EVERYTHING! Because of this, school times might be shortened."* (Jagganath R)

*"Learning in the future might be at home and not in School, and children might need extra support, so schools might give a robot teacher to every single student, so they can have help with homework and things like that."* (Arman M)



*"After this pandemic, I think we will get so used to computers that we will use them in school a lot more. We may even use different technology and new ways to do things, such as teaching with robots. In around 50 years, technology will be so advanced that there will be many robots roaming around and they will do jobs such as teaching. We may not even have school, but instead we could do the learning at home. In 75 years, there may no longer be any writing, since typing on a computer is a lot quicker. Home learning may carry on but we might not be able to go outside for trips, since robots may be corrupted by computer viruses."* (Kevin C)

*"There probably wouldn't be teachers and there would be robots instead. And if human teachers still existed, it would be done via video call. Or maybe we would get knowledge put straight into our brains."* (Oliver B)



## A SCHOOL FOR THE FUTURE ♦ YSGOL AR GYFER Y DYFODOL

### HOLOGRAMS, ECO-SCHOOLS AND TRANSPORTATION

*"An idea of what I think school would be like in the future is I think there would be holographic teachers that teach you from their home. The children will have their own computers in front of them and iPads to do their work. They will also have Apple pencils to practice their handwriting. There would also be a proper teacher at the back of the class supervising, or in case an error happens to the holographic teacher." (Laialy A)*

*"The lessons would be the same as now but coding would be more advanced and there would be robot making, car turbine making for flying cars, and probably hoverboard making (pretty cool!). Almost all lessons would be done on devices." (Oliver B)*

*"An eco-friendly school with wind and solar energy." (Miguel D)*

*"Forest schools, in farms, forests or nature reserves, focused on teaching conservation: there would be craft and music classes, mindfulness and yoga." (Martim C)*

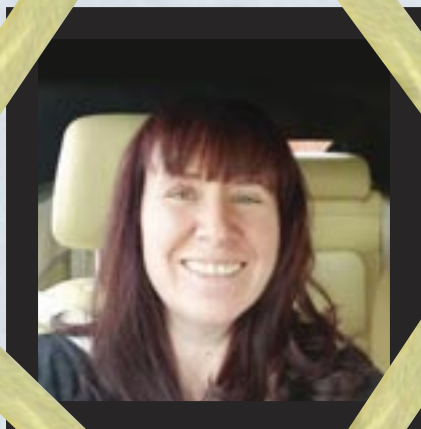
*"In the future, transportation will be a key thing. People have already made things such as skateboards and cars hover, but they are not on the road yet. Buses might be more futuristic: imagine a hovering bus!" (Ameen A)*

*"The classroom in the future will be much like it is now, but in the future, there are going to be flying buses to take us to school." (Maanf A)*

*"Teleportation would be an easier way to get to school and move between classes. All you would have to do is walk through a teleportation door that would take you to your lesson or to school. You could teleport anywhere you liked. That could be a bad thing, because students might teleport somewhere in the middle of a lesson!" (Laialy A)*



## Staff Interviews • Cyfweliadau Staff



**Mrs L Taylor**

Raising Standards Leader: English & Literacy

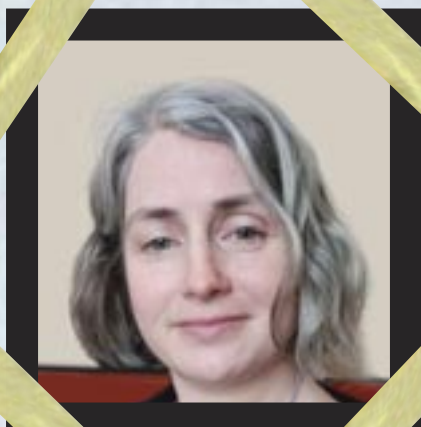
Degree: BA Hons (Combined) in English Literature & Communication Skills at University of Liverpool.

Languages: English, French (badly), German (even worse), holiday Spanish & currently working through Duolingo's Welsh course.

Favourite Book: *Pride & Prejudice* by Jane Austen/*The Color Purple* by Alice Walker.

Favourite English Topic: Macbeth - especially Lady Macbeth.

Fun Fact: I used to drive an ice cream van as a job. And I once caught an illness which is related to the Bubonic plague!



**Mrs V Cane**

Area Leader: English & Literacy

Degree: English Literature BA Hons, Cardiff University; PGCE, Swansea University; Gothic Studies Post Graduate Diploma, University of Glamorgan.

Languages: English, some Welsh.

Favourite Book: *The Bell Jar* by Sylvia Plath.

Favourite English Topic: Shakespeare.

Fun Fact: I love using new technology in the classroom like VR headsets and iPads.



**Mrs R Wallace**

Area Leader: English & Literacy

Degree: BA Hons English Language Studies from Cardiff University. PGCE Secondary English from Swansea University.

Languages: English, a little bit of Welsh and some Spanish.

Favourite Book: *The Shadow of the Wind* by Carlos Ruiz Zaffon.

Favourite English Topic: The play 'Blood Brothers' by Willy Russell.

Fun Fact: I really, really love dogs. I have a Hungarian Vizsla called Khaleesi. I have also ridden 100 miles on my bike in one day.



## Staff Interviews • Cyfweiliadau Staff



Mr H Picken

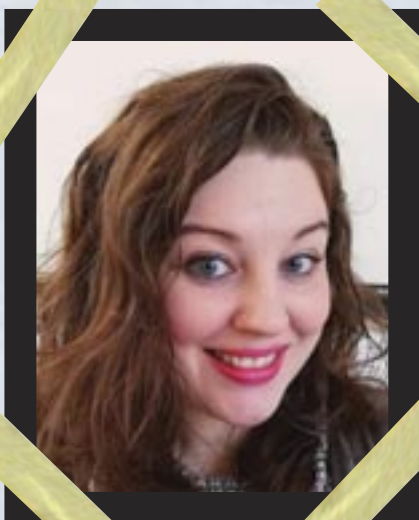
Deputy Head Teacher

Degree: English Lit BA – Cardiff University.

Languages: English.

Favourite Book: There She Goes by Simon Hughes.

Fun Fact: I support Liverpool Football Club.



Miss E Travers

Area Leader: Capped 9

Degree: Music BMus (Hons) – University of Surrey, PGCE Secondary Music – University of Wales Institute Cardiff.

Languages: English, French (un peu) and some Welsh at school!

Favourite Book: Harry Potter and the Goblet of Fire by J.K Rowling.

Favourite English Topic: Phonics, guided reading, fiction

Fun Fact: I love music and theatre, like to travel to new places around the world to learn about other cultures and spend time weightlifting at the gym when I'm not in school :)



Mr J Unwin

Head of Year 8

Degree: English BA Hons, Language and Communication studies at Liverpool John Moores University; Educational Leadership at Cardiff Met University.

Languages: English (fluent) and Spanish (tourist level at best).

Favourite Book: 'How to Be Right' by James O'Brien.

Favourite English Topic: 'An Inspector Calls' by J.B. Priestley.

Fun Fact: I'm originally from a small town in Manchester, but came to Cardiff to study and work.

## Staff Interviews • Cyfweiliadau Staff



**Mrs C Roberts**

Head of New Arrivals

Degree: Music degree from Cardiff University.

Languages: English and French.

Favourite Book: Shoot the Damn Dog.

Favourite English Topic: Inspector Calls.

Fun Fact: I come from a musical background. I have Grade 8 violin and a diploma on the piano.



**Mrs K Richards-Evans**

English Teacher

Degree: BA Hons English Literature with Creative Writing at Aberystwyth University; I am working hard this year to earn a Masters Degree in Education at Cardiff Metropolitan University - learning never stops!

Languages: English, less Welsh than I would like (but I am trying!)

Favourite Book: The BFG and The Vicar of Nibbleswicke - both by Roald Dahl.

Favourite English Topic: My favourite author to teach is Shakespeare. My favourite scheme of work that we teach at Cathays is, without a doubt, Kraznir. Have a look at the display outside my room!

Fun Fact: I am happiest when it's raining. There is a word for people like me: a "pluviophile" which means a person who finds comfort and peace of mind when it rains.



**Mrs D Stamenkovic**

English Teacher

Degree: Bachelor of Journalism- Queensland University of Technology. Graduate Teacher Program- Cardiff Met university.

Languages: English and Indonesian.

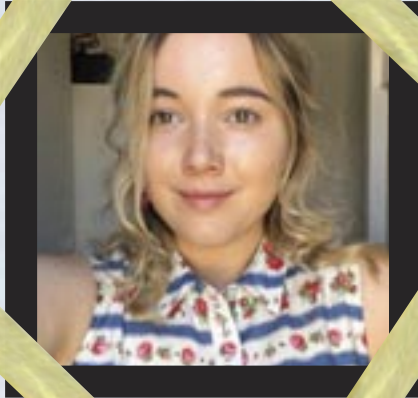
Favourite Book: To Kill a Mockingbird by Harper Lee.

Favourite English Topic: Media Studies/ Film and Television.

Fun Fact: I'm originally from Brisbane, Australia but Cardiff has been my home for 7 years.



## Staff Interviews • Cyfweiliadau Staff



Miss M Maynard

English Teacher

Degree: English Literature at Cardiff University.

Languages: English/attempting to learn Welsh!

Favourite Book: A Thousand Splendid Suns by Khaled Hosseini

Favourite English Topic: King Lear by William Shakespeare

Fun Fact: I can play the piano!



Miss D Sharp

English and Humanities Teacher

Degree: History at Durham University

Languages: English and a small amount of French.

Favourite Book: 'The Book Thief' by Markus Zusak.

Fun Fact: I'm currently completely renovating an Edwardian house, with no DIY skills but learning fast!



## Learning from Home • Dysgu o Gartref



In such difficult times, we want to support you and our pupils in the best possible way. To do this, we want to continue working with pupils for their education and wellbeing.

### What can you do to help us?

We appreciate the difficulty of home learning and want to take as much pressure off you as we can. To do this, we need our pupils in lessons, albeit virtually!

By motivating and encouraging your children to attend lessons and engage with activities, we can ensure they will learn the necessary Mathematics and Numeracy that will benefit them. All pupils have the right to effective teaching and that's exactly what we aim to do.

More information can be found at <https://www.cathays.cardiff.sch.uk/mathematics> where you can find parental booklets specifically for Maths and Numeracy! They contain topic information and support for pupils to find extra resources!

### What can the Mathematics and Numeracy Department do for you?

By delivering online live lessons, we are continuing with the scheme of work that pupils would have completed in the classroom. We are proud of the work we do in Maths and are trying new technologies in order to deliver the most effective and interactive lessons.

- interactive whiteboards for pupils to write on
- personal quiz questions to meet individual needs
- polls, allowing pupils to vote on questions.

During remote learning, all pupils are set tasks on **MathsWatch** following live lesson content. This website provides supportive videos and sets of practice questions for pupils to complete, which helps pupils to develop their fluency in a range of different skills.

During "app engagement" sessions on the remote learning timetable, we encourage pupils to use **Mangahigh**. This is a website which contains mathematical quizzes for pupils to engage in, where they can compete to earn medals.

Note: Pupils can find their usernames and passwords in their emails. If pupils forget this information, they can contact [password-reset@cathays.cardiff.sch.uk](mailto:password-reset@cathays.cardiff.sch.uk)

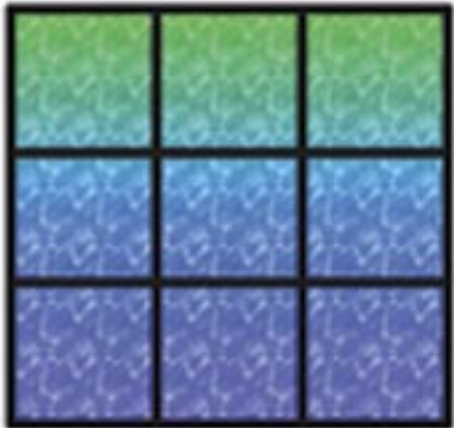


Maths Puzzles • Gwobr Gymraeg

**CAN YOU SOLVE THIS?**

 +  = 36  
 -  = 24  
 ÷  = ?

www.ShakeTheBrain.com

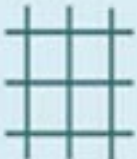




**How many squares are there in total?**

**Can you solve this?**

$22 + 4 = 24$   
 $13 + 6 = 16$   
 $80 + 2 = 82$   
 $67 + 9 = ??$

BrainFans.com

 = 9  
 = 1  
 = ?

© PUZZLES.COM

**Can you find the number that will replace the question mark?**

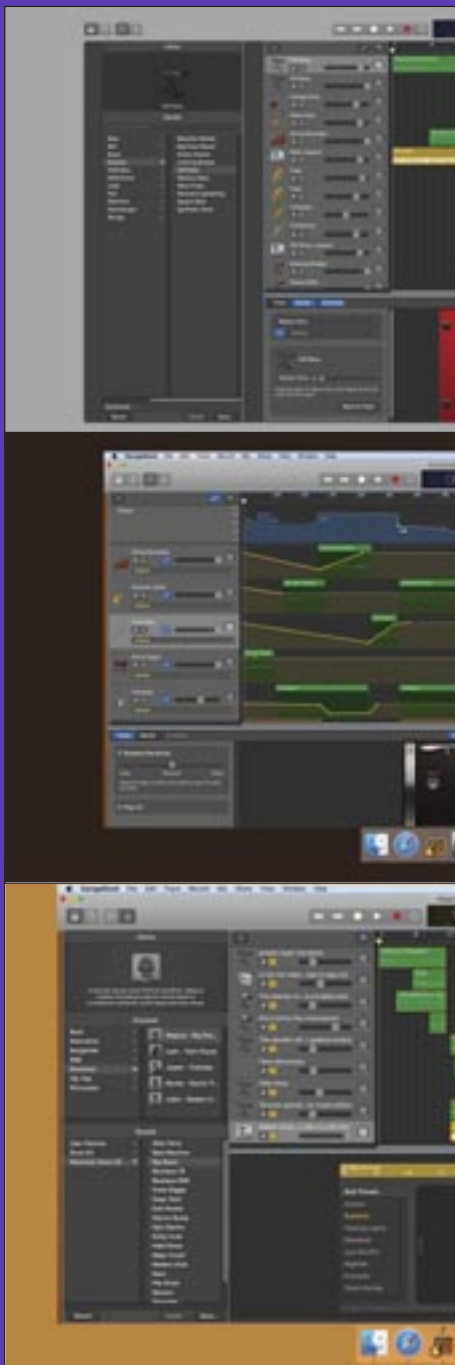
Maths Puzzles Answers: Image 1 is 5; Image 2 is 14; Image 3 is 69; Image 4 is 4

# Originality of thought • *Gwreiddioldeb meddwl*

## Music Compositions

Year 7 and 8 pupils have been working on different compositions this year. Year 8 pupils were asked to create Tubular Bells Compositions and Year 7 were asked to create soundscapes of a journey.

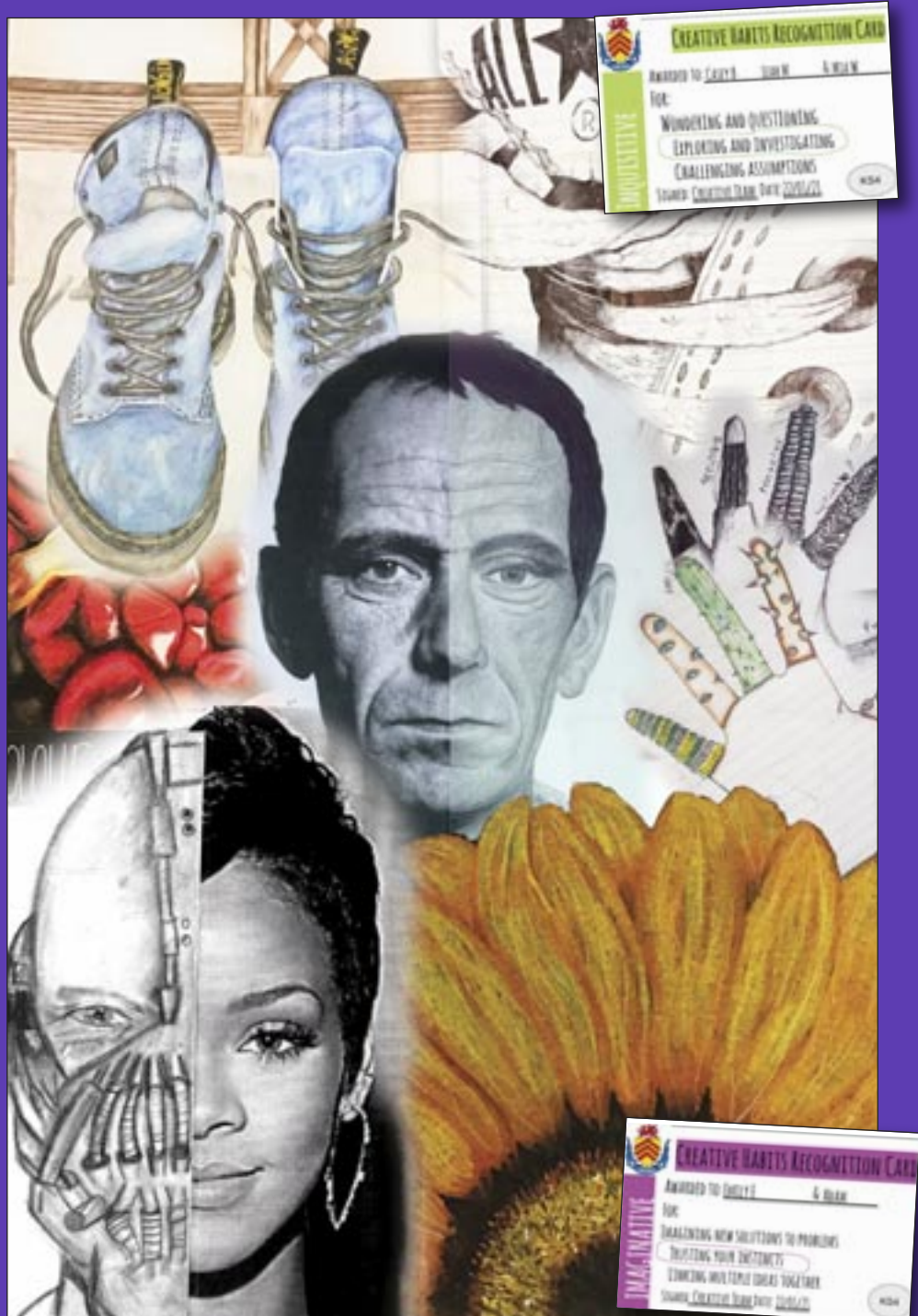
Below you can see images we have taken of their compositions which sound fantastic when played back in person!



## Recognition and Hard Work

We think it's important to praise students for their hard work especially through this very unknown and testing times and we are happy to say that the Art department issued a number of recognition cards this year and we are sure there will be plenty more when pupils return to school.

Below are images of some of the amazing work pupils have produced in Key Stage 3 and 4 this year as well as some of the recognition cards we handed out.





# Originality of thought • *Gwreiddioldeb meddwl*

## Eisteddfod

Our annual Eisteddfod was a little different this year but that didn't stop our students from entering their work in competitions. Each year group is given a different theme for their competitions. Year 7 looked at iconic food – students had to design a food item in the style of Tom Hovey. Year 8 looked at hybrid animals – students needed to design a human/animal hybrid hand(s). Year 9 looked at portraits – students needed to draw a portrait of their chosen icon.

## Key Stage 4

Year 10 have been developing their portfolios and have been looking at the theme of contrasts while Year 11 are finalising their portfolios ready for submitting. Below are some pieces of our students work that we are sure you will love!



## Staff Interviews • *Cyfweliadau Staff*



**MR JAY**

**Role in School:** Raising Standards Leader - Health and Wellbeing

**University Degree:** Sport and Physical Education (BSc Hons) / PGCE Secondary Education / MSc Education

**Favourite Subject in School:** Physical Education and Maths

**Favourite Country you have visited:** Zambia - I spent 6 weeks teaching and coaching there in 2012, it is a beautiful country. America is also amazing, I spent 3 weeks travelling on Route 66 in 2016 from Chicago to Los Angeles including a visit to Las Vegas.

**Any Pets:** One Cat called Dotty

**How do you maintain positive Health and Well-Being:**

Sport has always been a huge part of my life. Rugby was my main sport but since retiring a few years ago, I have needed other challenges to keep me going (see fun facts)! I try and train at least 4 times a week - this could be a 3-mile run or a 30-minute HiiT (interval) session. I also try and eat as healthily as I can including drinking plenty of water and making sure I have 5 fruit and vegetables a day - this seems simple but can be quite difficult to do.

**Fun Fact about you:** I have a pin (about an inch in length) in my hand (that showed on an x ray when I dislocated a finger playing rugby), and I have no idea how it got there! The doctor said they are just going to leave it there!

I am also someone that needs challenges and goals to work towards - they keep me going and help my physical and mental health. I have completed the 3-peak challenge (climbing Snowdon - Wales, Scafell Pike - England and Ben Nevis Scotland) in under 24 hours - raising £2000 for charity. I have also completed an ultra-marathon - running 55 miles, the full Taff Trail from Brecon to Cardiff in one day. I have also completed the full Pembrokeshire Coastal path (where I am from originally) with my best friend from home, this was 300km completed in 8 days. This was my toughest challenge to date, running nearly a marathon a day for 8 days straight, and we raised over £5000 together.

My next challenge is to complete an Iron Man but I am leaving that for when my children are a little older - on my bucket list before I am 40 though!





## Staff Interviews • *Cyfweliadau Staff*



### MISS WEBB

**Role in School:** Area Leader for Health and Well-Being

**University Degree:** Sport and Human Movement Studies

**Favourite Subject in School:** PE of course but I also loved Law and RE at A level.

**Favourite Country you have visited:** Finland, I absolutely loved it!

**Any Pets:** Two stray cats that have turned up at my door; Sherbet and Aishy and a guinea pig called Trump ( it's orange and white with wild hair).

**How do you maintain positive Health and Well-Being:**

I write a list of things I want to do in the week including nice things like treats, films, books, cakes and I tick them off when I achieve them. I try every day to have at least one thing to achieve and, in the evening, I think about all the things I've achieved, even small things like ordering shopping, phoning a friend etc.

**Fun Fact:** I worked as a makeup artist before teaching. I write short stories in my spare time and have even had some published.



### MISS MERRIOTT

**Role in School:** Area Leader for Health and Wellbeing/Transition

**University Degree:** BA Hons History from Swansea University

**Favourite Subject in School:** History

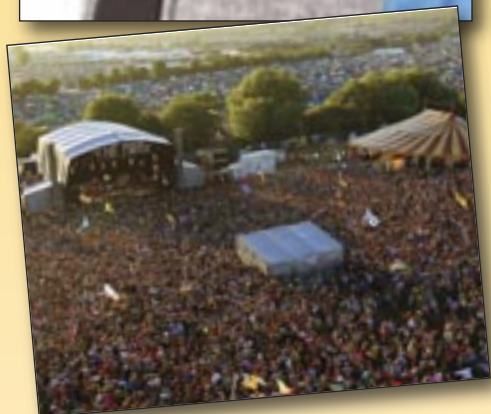
**Favourite Country you have visited:** USA (I absolutely loved New York!)

**Any Pets:** I have a Cat called Diego

**How do you maintain positive Health and Well-Being:**

I enjoy going for long walks and practicing mindfulness.

**Fun Fact about you:** I love going to see live music and have been to lots of festivals including Glastonbury.








# UP, UP, & UP

DARBYN WORKOUT!  
[www.darbyn.com](http://www.darbyn.com)  
**LEVEL 1** 2 sets  
**LEVEL 2** 3 sets  
**LEVEL 3** 4 sets  
**LEVEL 4** 5 sets  
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# self-care

**STRETCHING WORKOUT** [doreen.com](http://doreen.com)

Hold each pose for 30 seconds then move on to the next one.  
Repeat the sequence again at the other side.

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# HERO

DAREBEE WORKOUT @ [darebee.com](http://darebee.com)

LEVEL 1 3 sets LEVEL 2 3 sets LEVEL 3 3 sets **NOTE** up to 100 repetitions

		
10 squats	10 count down hold	10 push ups
		
5 push ups	10 count down hold	10 plank rotations
		
10 lunges	5 plank walk outs	10 shoulder taps

# HANG IN THERE!

DARBEE'S MIND-BODY WORKOUT @ darbees.com

The illustration shows two figures, a man on the left and a woman on the right, hanging from horizontal bars. They are depicted in a simple, stylized manner with their arms extended upwards to grip the bars.

No fatigue - cool hang  
30 seconds rest  
No fatigue - cool hang  
30 seconds rest  
No fatigue - cool hang  
30 seconds rest  
No fatigue - cool hang  
30 seconds rest  
No fatigue - cool hang  
30 seconds rest

done

# intense cardio

DANCEWORKOUT © [dancemoves.com](http://dancemoves.com)

LEVEL 1 2 counts LEVEL 2 3 counts LEVEL 3 4 counts LEVEL 4 5 counts LEVEL 5 6 counts

1 side step arms up

2 side step arms up

3 side step arms up

4 side step arms up

5 side step arms up

6 side step arms up

7 side step arms up

8 side step arms up

9 side step arms up

10 side step arms up

11 side step arms up

12 side step arms up

13 side step arms up

14 side step arms up

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99 side step arms up

100 side step arms up

# BOSS LEVEL

DAREBEE WORKOUT © [darebee.com](http://darebee.com)


LEVEL 1: 2 sets LEVEL 2: 3 sets LEVEL 3: 4 sets **REST** up to 2 minutes

		
<b>10 squats</b>	<b>20 punches</b>	<b>2 round kicks</b>
		
<b>10-count plank hold</b>	<b>20 punches</b>	<b>10 shoulder taps</b>
		
<b>2 push-ups</b>	<b>20 punches</b>	<b>2 jumping jacks</b>


# BETTER THAN NOTHING

**DAVIDEY WORKOUT**  
[www.daveidey.com](http://www.daveidey.com)


LEVEL 1 3 sets  
 LEVEL 2 4 sets  
 LEVEL 3 5 sets  
 REPEAT each up to 7 minutes




**1** squatting quickly




**12** cable leg press




**12** knee extensions



**12** push ups



**6** calf raises



**6** calf raises

# RUN FASTER

BY DARRYL **CIRCUIT** @ [darebee.com](http://darebee.com)

LEVEL 1 3 sets LEVEL 2 3 sets LEVEL 3 7 sets REPEAT up to 3 minutes



20 high knees



10 jump squats



10 jumping lunges



20 wall sits



10 burpees



10 min back plank

# PLANK SELECT

**DANIESE WORKOUT [daniebe.com](http://daniebe.com)**

Get into the plank position and set a timer.  
Transition to planks from the selection at will, until the time is up.  
Hold each position for as long as you can.

**LEVEL 1** 7 minutes **LEVEL 2** 3 minutes **LEVEL 3** 4 minutes

The illustrations show three rows of plank variations. Level 1 includes a standard plank, a side plank, and a forearm plank. Level 2 includes a side plank with one leg raised, a forearm plank with one leg raised, and a side plank with both legs raised. Level 3 includes a standard plank, a side plank, and a forearm plank, all with one leg raised.



## Rugby Works • Gwaith Rygbi



We at 'Dallaglio RugbyWorks' are now in our third academic year at Cathays High and have had a brilliant time meeting some great characters along the way. As a RugbyWorks Mentor, I cannot think of a better way to finish the week than spending most of the day working with such a positive and energetic group of young people.

Since RugbyWorks started delivering at Cathays High, the young people have won an award at our annual touch rugby tournament, as well as having career taster days at Bidfood and South Wales Fire Service.

It was also great to see the group well represented in the 15s rugby game organised in the last academic year. The team may not have won, but they most definitely enjoyed the experience. We are hoping that we can see the 15s team play again very soon.

Individuals at Cathays High have also been recognised for their success and achievements whilst we have worked with them, such as Julius G claiming the National award for Best Newcomer at our 2019 Dallaglio RugbyWorks Awards ceremony.

We have been lucky to see so many young people at Cathays grow and develop into responsible young adults, with some maturing at an extraordinary pace. We are hoping that once this pandemic is over, we can get back to doing what we do best and are able to make the most of every opportunity we get to engage with the young people at Cathays High.



A rainy RugbyWorks session at Cathays High



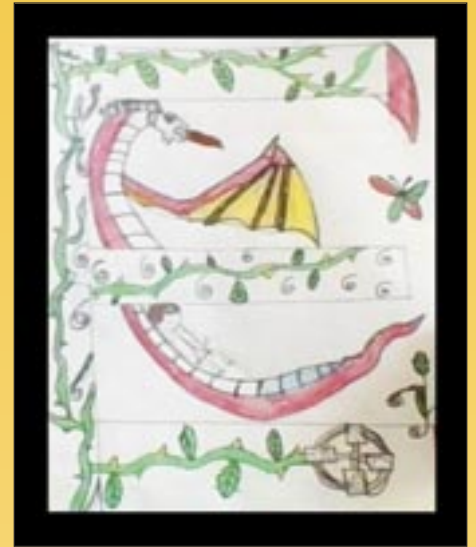
RugbyWorks Mentors with Julius G and his award for Best Newcomer

## Transition • Pontio

This year our Transition Programme has gone virtual! Miss Merriott, Area Leader for Transition, has met with Year 6 pupils from Albany, Allensbank, St Monica's, Gladstone, Stacey Road and Grangetown on Teams for a Q and A session about Cathays High School.

Google Classrooms have also been created for Year 6 and new resources are published every month. So far, Wellbeing, PE, Art and Humanities have been posted. You can see the fantastic work Year 6 have created!

There is a virtual tour on our school website and we have a Twitter page @chstransition giving up to date information on our Transition programme. For details please email [Transition@cathays.cardiff.sch.uk](mailto:Transition@cathays.cardiff.sch.uk)

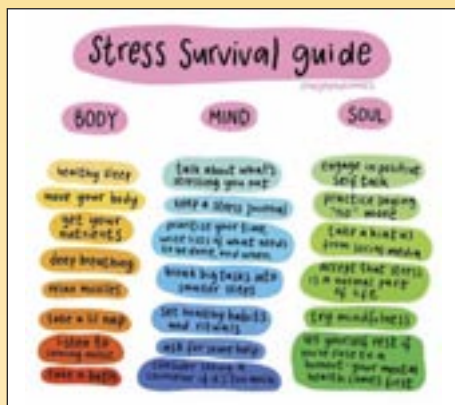


## Wellbeing Lessons • Gwersi Lles

8CAM have been looking at Physical Health and Nutrition in their live lessons for Wellbeing. Here is some of the excellent work they have produced:







Mental Health is concerned with a person's emotional and psychological well-being.

Mixed Anxiety and Depression is the most common mental disorder in the UK.

- 1 in 4 people will experience a mental health problem of some kind each year.

- Approximately only 1 in 8 adults with a mental health problem are getting treatment for it right now.

- The amount of people with mental health problems increased by 20% from the year 1993 to 2014 (both men and women)
- Half of all mental health problems have been established by the age of 14, rising to 75% by age 24
- One in ten children aged 5 - 16 has a diagnosable problem such as conduct disorder (6%), anxiety disorder (3%), attention deficit hyperactivity disorder (ADHD) (2%) or depression (2%).
- Children from low income families are 4 times as likely to experience mental health problems.
- PTSD affects around 1 in 10 children and young people with refugee histories.
- Only a quarter of children seek help for their mental illness from the NHS.

Anxiety is a feeling of unease, such as fear, that can be mild or severe. Everyone has feelings of anxiety at some point in their life. For example, you may feel worried and anxious about sitting an exam.

When your anxious your body goes on high alerts, looking for possible danger and activating your fight or flight responses.

- Exercise
- Talk to friend
- Listen to music
- Make sure you are getting enough sleep
- Try Mindfulness
- Go for a walk
- Make a to do list

If social media is used moderately, it can be a great innovative, inclusive place to creatively communicate with friends and family, as well as for entertainment purposes. However, it is always important to remember that while various online mental health communities are positive spaces, some can have a negative impact on your mental health.

The positive effects that social media has on your mental health are:

- makes social support and interventions possible
- strengthens existing relationships
- encourages a healthy lifestyle, allowing you to feel happier
- inspires you

Whereas the negative effects on your mental health are:

- the fear of missing out
- anxiety, feeling more self-conscious
- comparing yourself to others, not thinking that you are “good enough”

Think: If you do use social media, do you feel significantly happier afterwards, or does it have the opposite effect?

## Chemistry success! • *Llwyddiant cemeg!*



**In December Mrs Leach gave pupils in Years 8 to 11 a chance to enter the Top of The Bench chemistry competition. This is a national chemistry competition for schools run by local university chemistry departments on behalf of the Royal Society of Chemistry.**

The competition starts at a regional level and the regional winners will go through to represent the region in the national final. As we were not able to meet up for the competition it was run as a Kahoots quiz. Cathays High pupils were amazing and thoroughly enjoyed the quiz. Cathays High School won the South East Wales regional event and will now represent the region in the very prestigious national final.

### **Royal Society of Chemistry Grant**

Mrs Leach applied for a grant from the Royal Society of Chemistry to help students catch up with lost learning in Chemistry. The process was rigorous and Mrs Leach had an hour interview over Teams as well as a number of forms to fill in with the help of Mr Picken. We were awarded almost £2000 to make videos of Chemistry experiments which can be used for Online Teaching and will be loaded onto the Science Google Sites for pupils to have access to at any time.





## Library Opens • Llyfrgell yn Agor

Mrs Payne and Mrs Davelaar have opened up a library in Room 40. The library is for students who don't have access to books at home and students who may need a bit of help or advice with their reading skills.

We are able to check the reading levels for students who are having difficulties or if students just want to read for fun.

We have a variety of books for all levels whether you just want to improve your reading skills, read for well being or improve your knowledge on certain topics.

If anyone is interested please contact [epayne@cathays.Cardiff.sch.uk](mailto:epayne@cathays.Cardiff.sch.uk) or [mdavelaar@cathays.Cardiff.sch.uk](mailto:mdavelaar@cathays.Cardiff.sch.uk)



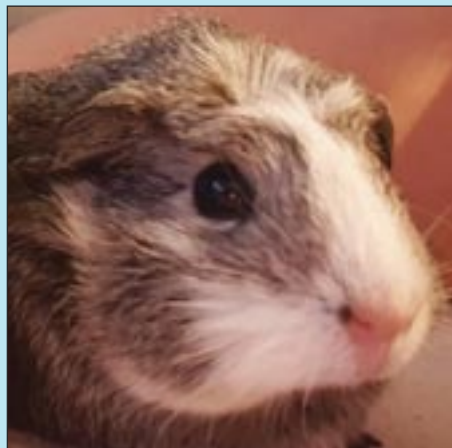
## Learning Support Team • Tîm Cymorth Dysgu

The Learning Support Team has recently welcomed two new fluffy arrivals to Cathays High. Meet Nancy (the leader of the two) & Barbara, our guinea pigs! They are 2 years old and belong to Miss Jones.

They have settled in really well and are enjoying their new surroundings. The pupils have also enjoyed getting to know them and have completed fun weekly projects about guinea pigs.

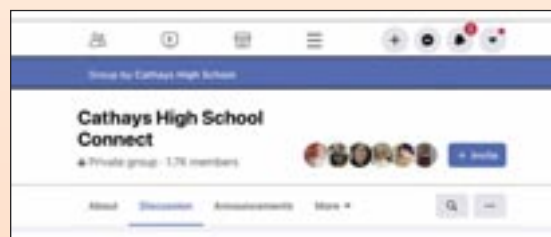
Pupils have been researching how to care for guinea pigs using books and the internet. Research shows that small mammals generally have a therapeutic effect on pupils and can be particularly beneficial for children who have difficulty in establishing relationships with other pupils and adults, or those who have additional learning needs. Pupils have also enjoyed using recyclable materials to make the home as comfy as possible for Nancy and Barbara to settle in.

The guinea pigs need daily care. Their cage needs to be swept daily, they need constant access to water and hay and need to be fed daily. This is a lot of responsibility but can teach pupils about animal needs and about commitment. Small pets can be hard work, however, they can be very rewarding. Pupils can gain a lot of satisfaction and responsibility from looking after the guinea pigs, and because of this they can feel a sense of achievement in their sessions with them.



Our school alumni group has continued to grow over the past year or so and is now approaching 1800 members. Although we have been unable to host our usual coaching and mentoring and careers events on site this year, we have still maintained lines of communication with our former pupils.

Given the fact that Cathays High School is one of the oldest schools in Cardiff, we have an alumni group spanning many generations. We have young adults in our group who are still in their late teens along with those who are approaching their 90s. We value the updates that we receive and it is very humbling to hear about the successes of those who have walked the corridors of the school in years gone by. They are a very special group of individuals.



## Khaled Abdul

Khaled is the proprietor of an Indian takeaway in Cardiff. In recent years, he has been working closely with local charities like HRF on community-based projects. In October, on the back of the Marcus Rashford free school meals campaign, Khaled decided to provide free hot meals for young people in Cardiff and their families during the half term break. Although, the Welsh Government had agreed to continue to provide free lunches through the school holidays, Khaled worried that this may not be enough for those families that have been hardest hit by COVID and wanted to offer this additional layer of support. At Christmas, Khaled worked in partnership with homeless charities across Cardiff and Newport and provided hot meals for those in need.

## Byron Williams

Byron attended Cathays High School between 1956-59. He was Head Prefect and captain of the school rugby team. He had a successful career working in the field of IT and computing. After hearing about the campaign that the BBC had launched to support children who do not have access to devices at home during lockdown, Byron contacted the school and kindly offered to purchase laptops for some of our pupils. We are touched by this kindness and generosity.

## Habibba Mackintosh

After leaving school, Habibba moved to Surrey in order to study Criminology and Sociology. After she graduated, she worked for a period of time as a housing and support officer helping those with mental health, learning disabilities and homeless people. She then moved to China for two years to teach English and is now based in Brighton where she is employed as a youth worker.

## Christopher Lewis

After leaving school, Christopher has created two very different roles for himself. As well as working for the NHS at UHW in Cardiff, Christopher also works as a photographer. His work includes lots of local landmarks in Cardiff and he has kindly offered to donate some examples of his work to the school so that these photographs can be displayed along our main corridor.

## Kyle Hamonda

After leaving school, Kyle studied Radiography at Cardiff University and now works as a Radiographer at the Royal Glamorgan Hospital in Llantrisant.

## Naomi Mardon

After leaving school in 2014, Naomi completed a Sports Science degree at Cardiff Metropolitan University. During her time there, she found herself being constantly drawn back into the world of education and spent a period of time working as a Teaching Assistant at Cardiff and Vale College. This led to her completing a teaching degree at Cardiff University. She now works with young people with additional needs who have been excluded from mainstream education. She is very passionate about her job and about helping young people in general.

## George Nichols

George has recently completed a Master's degree and is currently working as a theatre director. He has directed work across the UK including at Shakespeare's Globe Theatre and the Citizen's Theatre in Glasgow.



## Atiq Rehman

Atiq is the manager at the Cardiff headquarters of the Human Relief Foundation in Wales. He has helped raise thousands of pounds over the past few years organising both large-scale and smaller events for this charity. He has also been supporting causes both locally as well as overseas. It has been good to work alongside Atiq during what has been really challenging times for so many families in Cardiff. We were grateful for

Atiq's support back in December when he collected our food bank donations and helped distribute them in Cardiff. We are also really pleased to hear that he has been successful in reaching his fundraising target for the HRF Winter Relief campaign. He is currently in Lebanon delivering life-saving aid to those who have been displaced by the war in Syria. We look forward to continuing our work with Atiq in the months ahead.

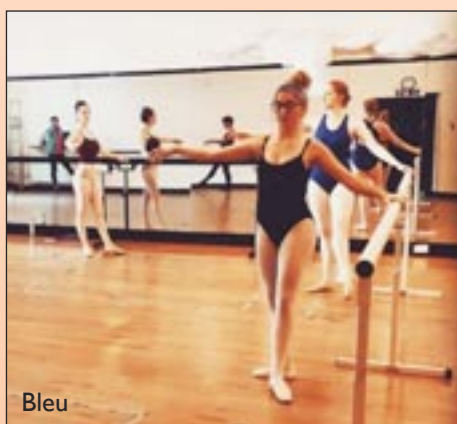
There are going to be many great work experience opportunities for our pupils.



Atiq

## Bleu Cunningham

After leaving school, Bleu successfully auditioned for one of the much-coveted places at the Rubicon Dance College. She is now fulfilling a long-held ambition to train as a dancer and is loving the challenges that each day brings.



Bleu

## Hollie-May White

Hollie is currently completing a Psychology degree at the University of South Wales.

Last year, she collaborated with a team from the NHS working on updates to their website. Sketches of Hollie dancing are set to feature on the new website.



## Kelly (nee Gee-Wing) and Simon Ursell

Kelly trained as a nursery nurse after leaving school. She spent 3-4 years working in a nursery. In 2004, she began to work as a specialist health care support worker at Ty Hafan Children's Hospital and has now been there for almost 17 years. Her husband Simon, who is also a former pupil of Cathays High School, works for the NHS too.

## Benjamin Lewis

Ben is currently the course director for Esports at West Suffolk College. He also teaches the Level 3 BTEC course in Sport at the college. He has led many college teams to national success over the years.

## Jared Davies

After completing his A levels, Jared opted against following the conventional route on to university and instead went into a sales environment. Since 2015 Jared has been the top performing sales rep in South Wales and has been in the country's Top 5 for the last 4 years running. His most notable achievement was in 2018-19 when he became Sales Person of the year, beating over 75 others from across the UK selling in Swansea alone.

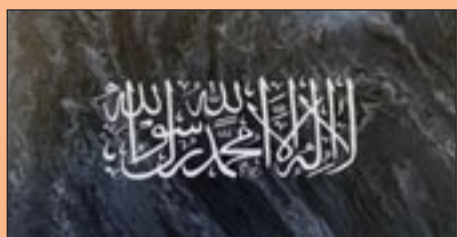
He generated over £1 million pounds worth of business in an SME market with 100 brand new customers.



Jared

## Nida Qazi

Nida is currently in her final year of an Optometry degree at Cardiff University. During the first lockdown last year, Nida reignited her passion for art having studied the subject at school. She has since set up an art page that has grown considerably over the past year.





**Jodie Voss**

Jodie graduated from Exeter University with a First-Class Honours degree in International Relations with French and Italian. She is now working at a recruitment agency in London running their student brand ambassador programme. They were recently awarded best brand ambassador programme in Europe.

**Adanne Hutchinson**

Adanne completed a degree in Sports Science after leaving Cathays High School and spent a period of time working as a Personal Trainer. She is now working as a female fire fighter for South Wales Fire and Rescue Service.



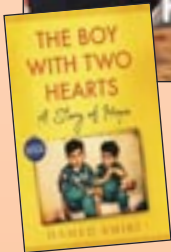
**Adanne**

Adanne, it would seem, is a bit of a pioneer and a history maker. The proportion of female fire fighters in Wales is still very low and it seems likely that Adanne is the first and only female fire fighter in Wales from a BAME background. This has created a lot of interest in the local media and also amongst the various BAME support organisations. Adanne is a great role model for our female pupils and we look forward to inviting her into school to meet with the Fierce Girls Club once the lockdown restrictions have ended.



**Hamed & Hessam Amiri**

Hamed is a familiar face at Cathays High School and has been a great coach and mentor to many of our pupils over the years. It was a source of great pride for us to see how well received the book was that Hamed wrote in memory of his late brother Hussein. They are a wonderfully brave and resilient family and we were touched by the laptop donations that Hamed and his younger brother Hessam recently made to the school. They both value the importance of education and the opportunities that they have had.

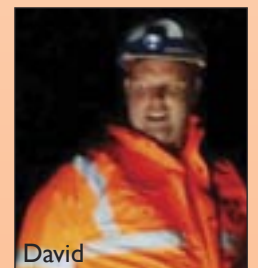


**Gemma Lamoratta**

Gemma completed a Psychology degree with the Open University and is now working as a service manager for a private company supporting those with mental health problems.

**David Churton**

David left school having done his GCSEs and then spent a year doing Media Studies. He then went to Pencoed and Gelli Aur colleges to study agriculture. After this, he spent 15 years as a farm worker on various farms around the Vale of Glamorgan but struggled to make a living. He did a few small jobs like tractor driving. In 2017 he did his PTS (track safety) certificate which is the basic course needed to work on the railways and now works for Vital Rail as an operative. He is now in possession of his Controller of Site Safety & Lookout certificates. He is currently working on projects covering heavy track maintenance and renewing worn out track as well as carrying out asset inspections for Network Rail.



**David**



**Anna Alford**

Anna is currently in her final year of a degree in Neuroscience at the University of Bristol. She has also taken on a few marketing roles during her time as a student and is now a published journalist. Anna is currently writing as a culture columnist for a magazine called 'The Mackayan'. Anna's two older sisters also attended Cathays High School. Charlie is now working as a Maths teacher at a neighbouring Cardiff school whilst Josie is the Deputy Manager at a Cardiff restaurant.

There are yet more fascinating updates from some of the older members of our alumni group along with photos and memorabilia from their time at Cathays High School. We look forward to sharing these with you in the next edition of the Cathays Eye. They provide a wonderful insight into the history of our school and the people who have been part of it over the years.