Welcome to the Whitchurch High School prospectus and many thanks for taking the time to read about our school. Whitchurch High School is the largest school in Wales; we educate over 2300 students across the secondary school age range including a sixth form of over 400 students. These young people are served by over 250 members of staff. The school is split-site with the Lower School providing education mainly for pupils in Key Stage 3 whilst the Upper School provides learning for Key Stage 4 and sixth form pupils. Many parents comment upon how the split-site makes the transition from primary school less daunting than it would otherwise have been.

Whitchurch High School has a long tradition of academic, sporting and artistic excellence which we strive to maintain through high-quality teaching and learning, through nurturing the wellbeing of our young people and through providing wide and varied opportunities for extra-curricular activities.

SCHOOL AIMS

To be a caring, well ordered and successful community in which all individuals who come here to learn and work are able to develop their maximum potential.

1. To provide an education environment in which all pupils can achieve at their highest possible level
2. To develop personality, cultivate social skills, and prepare pupils for lifelong learning
3. To provide the highest standard of care for everyone and expect a standard of behaviour appropriate to a civilised community
4. To provide through the curriculum and other activities for the spiritual and moral development of pupils
5. To value all members of the school community equally and to provide equality of opportunity for all, irrespective of social background, ethnicity, gender or ability
6. To be a well-run, happy and successful school which values its role in the local community, and is held in high regard by the local community
Wellbeing

At Whitchurch High School, we pride ourselves on the strong pastoral care available for all students. Each year group is supported by a Learning Leader, who oversees progress and wellbeing, and a non-teaching Pastoral Assistant, whose role is to liaise with students, parents and staff to support students throughout their time in school. On the Lower School site, there is a dedicated Wellbeing Intervention Teacher who provides ELSA support, Anger Management and is available for one to one support for those students in need. On the Upper School site, a team of dedicated staff work with students to guide them through their GCSE years, careers and managing their studies. We also have a member of staff dedicated to supporting students with the transition process, both between primary and secondary school, and from Key Stage Three to Key Stage Four. Student wellbeing and progress is overseen by an Assistant Headteacher on each site, and our strong links with parents, the community and external agencies mean that students have a strong and effective support network throughout their time at Whitchurch High School.

Whitchurch High School has a strong anti-bullying policy and the vast majority of our students state that they feel happy and safe in school, and also that they know where to seek support should they encounter any problems. We understand that in order for students to succeed academically, their wellbeing is of utmost importance and that is why care, support and guidance is at the core of all that we do.

Learning and Teaching

At Whitchurch High School, we believe that learning and teaching are our core purposes. As reflective practitioners, our teachers engage with each other, our students and other professionals to ensure that we are constantly reviewing and enhancing our learning and teaching.

We believe that it is the role of the teacher to enable our students to become independent and resilient learners. We aim to equip students with the knowledge and skills they will need to become capable life-long learners who are ready for life, further study and work when they leave our school.

Our learning and teaching strategy, which encourages the development of capable, independent, and resilient learners, is centred around the DR ICE model. This model ensures that students are provided with opportunities to deepen their thinking through teacher questioning and enquiry-based tasks. Teachers and students regularly role-model exemplar work as well as the processes needed to succeed in their learning. Learning and teaching needs to be impactful so that progress is accelerated in lessons. We believe that teachers should have challenging expectations of students and that learning should be appropriately differentiated to stretch and support all students. Finally, learning should be engaging and students should be encouraged to enjoy their learning.

At the heart of our vision of learning and teaching is effective assessment and feedback. The primary purpose of feedback is to ensure student progress by allowing students to understand their strengths, their specific areas for development, and how they can improve. Assessment and feedback should be completed in partnership with students, through strategies such as peer assessment and writing improvement time, so that students play a central role in their own development.
**Additional Learning Needs (ALN)**

Students with additional learning needs in mainstream classes, are identified on the ALN Register as being School Action, School Action Plus or Statemented and they will:

- Have details relating to their difficulties, strengths, assessments, advice, in the form of a Pupil Profile available for all staff to view and act upon.
- Have Learning and or Behaviour targets identified and strategies in place for the students to make progress.
- Have some intervention by in-class teaching assistants helping to ensure access to the curriculum and/or will have access to intervention programmes such as Volunteer Reading Programme, STAIRS, Lexia computer reading/spelling programme, Numeracy Catch up such as Wave3 and Springboard, SpLD Interventions, SLCD support, ASD support and School Support Centre intervention.

Students’ progress is monitored through subject assessments, intervention programme assessments and teaching assistant (TA) reports with support adjusted accordingly. Resources are matched as far as possible to need and a provision map records all interventions. Good progress is celebrated through the school’s reward system.

**Teaching Assistant Support**

Whitchurch High School has a large team of Teaching Assistants. Operating as a team, they provide support to students in the Special Resource Base and in mainstream classes. Their role is to support identified students in order to raise pupil achievement. They work with individuals in classes and in small groups both in and out of the classroom, depending on their level of expertise. Some TAs are trained to deliver specific intervention strategies such as speech, language and communication support and support for students with specific learning difficulties, as well as those with numeracy, literacy, behavioural, emotional or social difficulties. TAs keep detailed records of the support undertaken which is reviewed by the Additional Learning Needs Co-ordinator (ALNCO) and the school leadership.

**Resources**

Additional resources are provided for students with statements, as itemised in Part 3 of their statement. These are provided by the Achievement and Inclusion Service and could include specialist teacher advice for SLCD, ASD, BESD, VI and HI. Additional TA support for a specified number of hours are planned in order to deliver a set programme or to assist the pupil at unstructured times in the school day. Specialist equipment is available such as a lap-top or chair for a physically disabled pupil.
Whitchurch High School Special Resource Base (SRB)

At Whitchurch High School we take great pride in our SRB. Which SRB you choose will be one of the most important decisions you will have to make for your child as a parent. You will want your child to be happy, safe, cared for and challenged. Whitchurch High School SRB provides a caring, creative and challenging environment where this will be achieved. Placement at our Special Resource Base is agreed through Cardiff County as it is a County wide provision, with a capacity of 70 pupils.

Pupils within the Resource Base will benefit from

- An enhanced pupil/teacher ratio.
- Access to teachers experienced/qualified to teach students with learning difficulties.
- Access to a suitably differentiated curriculum which takes into account the varied additional learning needs and preferred learning styles of the students.
- Use of enhanced resources to aid the students’ learning such as Teaching Assistants and specialist equipment and resources.
- Enhanced supervision at breaks and beginning and end of day as needed.

All staff at Whitchurch High School SRB work to encourage, establish and maintain positive relationships by demonstrating to pupils that they are welcome, liked and respected.

An unconditional acceptance is vital to each pupil’s success in the school. The warmth of environment, security and level of mutual respect and trust achieved between staff and pupils will have a significant impact upon the lives of the children at the school. A calm and consistent positive approach is adopted, promoting confidence and self-esteem, providing a secure environment and demonstrating appropriate and acceptable ways of expressing emotion.

Admissions

As a Foundation school, Whitchurch High has responsibility for admission, rather than the Local Authority. This means that the Governing Body of the school sets the admissions policy for the school. This document is available on the school website and outlines the admissions criteria.

However, the school works closely with Cardiff LEA and is currently part of the common admissions process. This means that parents of prospective Year 7 students only have to complete one online form, rather than a separate form for Whitchurch High. Our website outlines the key dates and the key information that is required for the application process.

Applications to our Specialist Resource Base are not managed by the school – these applications must be made through the Local Authority who allocate these places.

Whitchurch is a heavily over-subscribed school and we fill all places in each year group every year. However, a small number of spaces sometimes become available during the school year. All in-year applications are sent directly to the school. Information on how to apply during the school year is available online, or by contacting the Admissions Manager school online or by phone.

Whitchurch High welcomes students from across the city to join our sixth form. Details on admissions criteria and the courses available for study are updated on our school website during the course of the school year.
Academic Standards

At Whitchurch High, we are rightly proud of the academic success of all our students. Students at the school achieve excellent results in GCSE, BTEC, AS and A Level. The latest Welsh Government data shows that the school significantly outperforms expected outcomes for students achieving 5 GCSEs at A*A, 5 GCSEs at A*C, and for English, Maths and Science GCSE.

For many years, students' outcomes at A Level have placed the school in the top 25% of schools across the UK at A Level and AS Level according to the ALPs organisation. Very high numbers of students go on to attend the Russell Group universities each year.

However, we are most proud of the progress each student makes in achieving their own potential at all levels of the school. We are proud to instil standards that ensure each student has strong learning foundations to make a success of their lives, whatever that may be.
HOME SCHOOL AGREEMENT

Whitchurch values working closely in partnership with students and parents and we place great emphasis on our home school agreement. This is included in all students’ planners.

Whitchurch High School will aim to:

- Provide a curriculum that is relevant and allows for progression
- Raise, recognise and reward achievement
- Provide guidance on expectations of standards of behaviour, work and dress
- Monitor attendance and punctuality and inform parents of any concerns
- Report to parents and students on attainment and progress
- Listen to and act upon any concerns from students or parents
- Provide a safe, healthy and stimulating environment that encourages learning
- Encourage students to take full part in the life of the school

Students will aim to:

- Complete all homework set and meet deadlines
- Record their own achievement and set targets for improvement
- Uphold the Behaviour Policy
- Attend school regularly and be punctual
- Try their best at all times
- Share concerns over work, friendships and safety with a parent or a teacher
- Help keep the school grounds and buildings clean and tidy
- Bring all equipment needed every day
- Be polite and show consideration for others and their property
- Wear school uniform and have high standards of appearance

Parents will aim to:

- Encourage their child to complete work at home and provide a work area in which to do so
- Attend Parents’ Evenings to discuss their child’s progress with teachers
- Encourage their child to behave acceptably, respecting others’ right to learn and their property
- Ensure their child attends regularly and is punctual
- Support the aims of the school
- Let the school know of any relevant concerns or problems
- Ensure their child brings appropriate equipment to school
- Ensure their child wears correct school uniform
Sixth Form

Our sixth form is one of the largest school sixth forms in the UK with students studying a range of academic courses. Alongside the level 3 subjects we offer here at KS5 we also work collaboratively with schools in our local vicinity to offer additional level 3 subjects, so increasing their option choice and maximising their potential. We believe that the schools’ specialism in providing courses, its excellent support services together with an environment which meets the needs of our learners, affords them all the opportunities to be successful future citizens. Here at Whitchurch we work hard to provide an intermediary step between school and higher education with the students’ focus being on reaching their maximum potential in all areas. Whitchurch Sixth form has a proven track record of helping students to secure places at the most prestigious universities around the world including Oxford, Cambridge and the Russell Group universities in the UK. We are pleased that many of our alumni keep in touch and act as role models for younger students to follow.

Rugby Academy

Whitchurch’s Rugby Academy identifies and develops talented young athletes from the ages of 15 to 19 and engages them in an elite, high-performance development programme. The main aim of our academy is to develop individual players in an enjoyable and challenging environment where they regularly play high performance fixtures in both the fifteen a side and seven a side game. These will include home base fixtures against schools and the elite Welsh college sides. Cross border fixtures also include the prestigious St. Josephs Rugby Festival Ipswich, Colston’s Rugby Festival, Millfield School, Blundell’s School as well as seven a side visits to Fylde National Schools & Colleges Competition and Rosslyn Park National School’s Competition.

Whitchurch’s Rugby Academy continues to provide an opportunity for elite rugby players to develop and uncover their potential. In close tandem with this pathway it is our desire to encourage and enhance an enjoyment and passion for the game of rugby union. Our Academy works closely in partnership with Cardiff Blues Rugby Football Club in what is one of several key stages of player development in the Welsh RFU's World Class Performance Plan.

The primary and central purpose is to develop better Welsh players by developing their potential, enabling them to have an opportunity to have a playing career in professional rugby. Many of our players have achieved the accolade of representing Wales at Under 16, Under 18 level and at National Level.
More Able and Talented Students

Whitchurch recognises the many able and talented students within the school. Over recent years we have further developed a number of strategies to support and extend our most able and talented learners. These include accelerated programmes of study, additional opportunities to study subjects in more depth, enhanced extracurricular provision and opportunities to work with specialists in academic and artistic fields.

We are delighted that these learners often go on to become high achievers in society, many of them go on to pursue courses in the best universities around the world. We are delighted that the vast majority keep in touch with the school and act as role models for others to follow.

Student Council

At Whitchurch High School we are proud to have a Student Council. We believe in listening to what students have to say and there is a year forum of student representatives in each year group and an overall school forum which meets regularly overseen by Mrs Linforth. This Student Council is a body of students whose purpose is to represent their peers and others to engage in active and constructive student input into the daily life of the school community and beyond.

We are here to 'vocalise the student body in a consultative manner' - that means we are here to listen to what things need to be changed in the school and look at what action can be taken to bring about this change. To enable this to happen effectively we also invite all our students to voice their ideas via a web platform called - VocalEyes - https://vocaleyes.org/vocaleyes/community/finder?group=whitchurch+high. We are able to listen to every single voice in the school, add constructive comments on the ideas shared, and use these ideas in our termly Student Council forum. Just log in with your school email address, become a member and this fantastic safeguarded platform will let your voice be heard!

Our sixth form team are taking the lead on the 6 main areas of focus this year:

- School Facilities
- Fundraising
- Transition & Options
- Vulnerable Groups
- Teaching & Learning
- Communication

Our intention is to keep the school community aware of what actions have been taken, or issues discussed via a termly Vlog/webpage update – which will be shared via our social media platforms and school web area. Obviously we cannot function without your ideas so we need YOU to share on VocalEyes, speak to your Form Reps who will raise concerns, and then your Year Reps will bring those ideas forward to the Student Council. We can then speak with Miss Sharpe in Lower School and Mr Davies in Upper school, Caretakers, Dinner Ladies and people from the Council to see what can be done!

Students can get involved with fundraising, open evenings and events, represent their peers in meetings, and they can also represent themselves through our strong links with the local Cardiff Youth Council - https://cardiffyouthcouncil.com/

We try to involve as many students as possible in all the areas we are involved in, so if you are interested in any of these areas, or can offer solutions to some of the areas we are working on, please get in touch with Mrs Linforth – linforthn@whitchurch.cardiff.sch.uk
CURRICULUM OVERVIEW

Our curriculum across all key stages is broad, balanced, relevant and differentiated, with its overall purpose being to create ambitious and capable learners who are ready to learn throughout their lives. Our curriculum covers 6 main areas of learning and experience helping to create healthy, confident, enterprising, creative, ethical and informed individuals who are ready to play a full part in life and work.

6 Areas of Learning and Experience

- Expressive arts
- Health and wellbeing
- Humanities
- Languages, literacy and communication
- Mathematics and numeracy
- Science and technology

Literacy, numeracy and digital competence are developed and the Welsh dimension considered through all subject areas.

Key stage 3

Students follow a broad curriculum at key stage 3 which will help them to build on the progress they have made at Key stage 2. Details of the specific subjects followed can be found on the school website in the following location: http://www.whitchurchhs.com/Parent_Information/Curriculum/KS3Curriculum.doc

Key stage 4

The key stage 4 curriculum is designed to meet the needs of individual students, allowing them to maximise their progress in core subjects and have flexibility in selecting their optional subjects. Details of the Key stage 4 core and optional curriculum can be found on the school website in the following location: http://www.whitchurchhs.com/Student_Information/KeyStage4SubjectInformation/homepage.htm

Key stage 5

The majority of our year 11 cohort continue their studies in the sixth form at Whitchurch. The sixth form offers a vast array of qualifications at all levels providing academic rigor, pastoral support and guidance to give pupils the qualifications and personal development needed for success in any chosen field. Strong links are forged between the school and selected universities. For details of the courses on offer, the application process and details of entry requirements please visit the school website following the links below: http://www.whitchurchhs.com/SixthForm/index.htm
http://www.whitchurchhs.com/SixthForm/WhatsOnOffer/homepage.htm
http://www.whitchurchhs.com/Admissions/Sixthform.html

Students of all abilities are supported in following an appropriate curriculum to help ensure that they meet their full potential. Further details of the learning pathways in place for our students and the advice and guidance programme can be found in the 11-18 learning pathways policy which is available on the school website in the following location: http://www.whitchurchhs.com/School_Governors/Policies/LearningPathways.pdf
Target Setting

Here at Whitchurch High School we believe that setting targets is an important factor in helping students make the progress that will allow them to reach their potential. The school uses written and verbal targets on a day to day basis that allow students to make the steps required to achieve better in their subjects. These will be found in their books as they work through the school year.

In addition, the school use the information from keys stages 2, 3 and 4 in order to set appropriate but challenging targets for students to achieve throughout their time with us. These targets are based on teacher assessments, national test results, external examination results, as well as the expertise of our teachers.

We use these targets to track students' progress and to identify where students may need further support to reach their potential.
# TERM DATES 2019 to 2020

## AUTUMN
- **STAFF INSET (1)**: Monday 2\textsuperscript{nd} September 2019 (no pupils)
- **STAFF INSET (2)**: Tuesday 3\textsuperscript{rd} September 2019 (no pupils)
- **HALF TERM**: Monday 28\textsuperscript{th} October to Friday 1\textsuperscript{st} November 2019
- **TERM ENDS**: Friday 20\textsuperscript{th} December 2019

## SPRING
- **TERM BEGINS**: Monday 6\textsuperscript{th} January 2020
- **HALF TERM**: Monday 17\textsuperscript{th} to Friday 21\textsuperscript{st} February 2020
- **TERM ENDS**: Friday 3\textsuperscript{rd} April 2020

## SUMMER
- **TERM BEGINS**: Monday 20\textsuperscript{th} April 2020
- **BANK HOLIDAY**: Friday 8\textsuperscript{th} May 2020
- **HALF TERM**: Monday 25\textsuperscript{th} May to Friday 29\textsuperscript{th} May 2020
- **TERM ENDS**: Friday 17\textsuperscript{th} July 2020
- **INSET DAY**: Monday 20\textsuperscript{th} July 2020

## TIMING OF THE SCHOOL DAY

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30 – 8.40</td>
<td>Monday only: staff briefing</td>
</tr>
<tr>
<td>8.35</td>
<td>Pupils arrive at school</td>
</tr>
<tr>
<td>8.40 – 9.40</td>
<td>Period 1 Reflection Time</td>
</tr>
<tr>
<td>9.40 – 9.50</td>
<td></td>
</tr>
<tr>
<td>9.50 – 10.05</td>
<td>BREAK 1</td>
</tr>
<tr>
<td>10.05 – 11.05</td>
<td>Period 2</td>
</tr>
<tr>
<td>11.05 – 12.05</td>
<td>Period 3</td>
</tr>
<tr>
<td>12.05 – 12.45</td>
<td>LUNCH</td>
</tr>
<tr>
<td>12.45 – 1.45</td>
<td>Period 4 (Form Tutor period on Monday)</td>
</tr>
<tr>
<td>1.45 – 2.00</td>
<td>BREAK 2</td>
</tr>
<tr>
<td>2.00 – 3.00</td>
<td>Period 5</td>
</tr>
</tbody>
</table>
School Uniform

The wearing of school uniform is compulsory for all students in years 7 to 11. The sixth form are expected to conform to an agreed dress code and dress sensibly. All badged school uniform including PE items can be purchased direct or on-line from YC Sports. The two shops selling our badged uniform items are:

- YC Sports in Whitchurch Village (029 2069 3653)
- YC Sports on Crwys Road (029 2023 7968).

All clothing must be clearly marked with student name.

All pupils in Years 7, 8, 9, 10 and 11 are expected to wear the uniform as listed below:

**School Blazer - Charcoal Grey with gold piping and embroidered school badge**

The school blazer is compulsory for all pupils. It is available from YC Sports in a boy and girl fit.

**School Clip On Tie – KS3 (Years 7, 8 and 9) Royal Blue and Gold Tie / KS4 (Years 10 and 11) Maroon and Gold Tie**

The school tie is compulsory for all pupils. It is available from YC Sports.

**School Jumper/Cardigan – Charcoal Grey V neck with gold collar and embroidered school badge.**

A jumper or cardigan is optional to wear under the blazer, but if a jumper or cardigan is worn, it must be this school jumper or cardigan. These are available from YC Sports.

**Shirt – White**

Conventional white collared school shirts are compulsory for all students. They must be plain white with no motifs or logos, have a short or long sleeve, must not be fitted, must be able to be worn with the school tie with the top button of the shirt comfortably fastened at all times, and must be tucked in.

**Trouser – Black**

Trousers are compulsory for boys and optional for girls. These must be full length and plain black, tailored trousers. High fashion items are not permitted e.g. jeans, denims, cords, bootlegs, leggings, hipsters, combats, pinstripes, skinny fit. No dangling or coloured belts, motifs, splits, rivets, exposed zip or button fly.

**Skirt – Black**

Skirts are optional for girls but if worn must be knee length or below and plain black. No high fashion items e.g. mini, ankle length, leather, suede, denim, combat, tight fit, etc. No dangling or coloured belts, motifs, large splits, rivets or exposed zips. If wearing a skirt, girls must wear tights which must be plain and black.

**Shoes – Black**

These must be plain, completely black, low heeled school shoes. Sandals, soft or canvas shoes, boots, trainers, high tops, open backed shoes or open toed shoes are not acceptable.
**Outdoor Coat**

These must be light coloured (better for road safety visibility) and can be worn to and from school. The coat should fit our school blazer underneath it at all times. The coat should be logo free and be as plain as possible.

**Articles of Faith**

The school respects that articles of faith are worn but we appreciate consultation, especially with consideration to Health and Safety.

**Jewellery**

One small plain stud in each ear lobe only. One watch. No other jewellery permitted.

**Hairstyles**

These must not be of an exotic or severe nature. This includes brightly coloured dyed hair, bands of colour, tramlines, shapes cut into hair, etc. Only plain hair accessories are permitted.

**Make-up**

Only discreet, not noticeable foundation is allowed. Any other makeup or nail varnish is not permitted. Students will be asked to remove makeup and nail varnish.

**PE UNIFORM**

**All clothing must be clearly marked with students’ name**

**Girls**

- Sky blue hooded sweatshirt with badge
- Black base-layer (skins) to wear under polo for games in cold weather
- Black and blue polo shirt with badge
- Black skort skirt with badge
- Black cycling shorts
- Plain black sports leggings
- Trainers (No canvas daps please!)
- Dark one-piece swimming costume (black/navy)
- Sky-blue long socks and shin pads
- Black tracksuit bottoms (white stripe acceptable, not poppers)
- Black jacket with school badge (optional)
- Swim hat (compulsory)
- Goggles
### Boys

<table>
<thead>
<tr>
<th>Boys</th>
<th>Rugby/soccer boots – (molded studs may be better for some pupils as they can be used for rugby on the field and on the power league pitch for football)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Black gym/rugby shorts</td>
</tr>
<tr>
<td></td>
<td>Black and blue t-shirt with badge (gym/PE)</td>
</tr>
<tr>
<td></td>
<td>Swimming trunks (plain dark colour – not Bermudas)</td>
</tr>
<tr>
<td></td>
<td>Rugby/soccer boots – (molded studs may be better for some pupils as they can be used for rugby on the field and on the power league pitch for football)</td>
</tr>
<tr>
<td></td>
<td>Black tracksuit (white stripe acceptable, not poppers)</td>
</tr>
<tr>
<td></td>
<td>Black rugby socks</td>
</tr>
<tr>
<td></td>
<td>Black jacket with badge (optional)</td>
</tr>
<tr>
<td></td>
<td>Trainers</td>
</tr>
<tr>
<td></td>
<td>Swimming cap for boys with long hair</td>
</tr>
<tr>
<td></td>
<td>Goggles</td>
</tr>
</tbody>
</table>

### All badged items only available in school.

- Shin pads are advised for football and hockey and must be worn for school matches.
- Gum shields should be worn for rugby and hockey.
- No jewelry should be warn at any time during lessons and it is advisable that valuables are kept to a minimum when you Games or PE lessons.
- Towel advisable for games and compulsory for swimming.
### Areas of Learning

<table>
<thead>
<tr>
<th>AREAS OF LEARNING</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expressive Arts</strong></td>
<td>Art (2)</td>
<td>Art (2)</td>
<td>Art (2)</td>
</tr>
<tr>
<td></td>
<td>Drama (1)</td>
<td>Drama (1)</td>
<td>Drama (1)</td>
</tr>
<tr>
<td></td>
<td>Music (2)</td>
<td>Music (2)</td>
<td>Music (2)</td>
</tr>
<tr>
<td><strong>Health &amp; Well-Being</strong></td>
<td>Food technology and textiles (1)</td>
<td>Food technology and textiles (1)</td>
<td>Food technology and textiles (1)</td>
</tr>
<tr>
<td></td>
<td>Physical Education and Games (3)</td>
<td>Physical Education and Games (4)</td>
<td>Physical Education and Games (4)</td>
</tr>
<tr>
<td></td>
<td>Personal, Social and Health Education (1)</td>
<td>Personal, Social and Health Education (1)</td>
<td>Personal, Social and Health Education (1)</td>
</tr>
<tr>
<td></td>
<td>Tutorial (2)</td>
<td>Tutorial (2)</td>
<td>Tutorial (2)</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>Geography (3)</td>
<td>Geography (3)</td>
<td>Geography (3)</td>
</tr>
<tr>
<td></td>
<td>History (3)</td>
<td>History (3)</td>
<td>History (3)</td>
</tr>
<tr>
<td></td>
<td>Philosophy and Ethics (3)</td>
<td>Philosophy and Ethics (3)</td>
<td>Philosophy and Ethics (2)</td>
</tr>
<tr>
<td><strong>Languages, Literacy &amp; Communication</strong></td>
<td>English (6)</td>
<td>English (6)</td>
<td>English (6)</td>
</tr>
<tr>
<td></td>
<td>French or German (4)</td>
<td>French or German (3)</td>
<td>French or German (3)</td>
</tr>
<tr>
<td></td>
<td>Welsh (3)</td>
<td>Welsh (3)</td>
<td>Welsh (4)</td>
</tr>
<tr>
<td><strong>Maths &amp; Numeracy</strong></td>
<td>Maths (6)</td>
<td>Maths (6)</td>
<td>Maths (6)</td>
</tr>
<tr>
<td><strong>Science &amp; Technology</strong></td>
<td>Design Technology (2)</td>
<td>Design Technology (2)</td>
<td>Design Technology (2)</td>
</tr>
<tr>
<td></td>
<td>ICT (2)</td>
<td>ICT (2)</td>
<td>ICT (2)</td>
</tr>
<tr>
<td></td>
<td>Science (6)</td>
<td>Biological Science (3)</td>
<td>Biology (2)</td>
</tr>
<tr>
<td></td>
<td>Physical Science (3)</td>
<td>Chemistry (2)</td>
<td>Physics (2)</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Maths (8)</td>
<td>Maths (7)</td>
<td>Maths (8)</td>
<td></td>
</tr>
<tr>
<td>English (7)</td>
<td>English (7)</td>
<td>English (8)</td>
<td></td>
</tr>
<tr>
<td>Science (9)</td>
<td>Science (9)</td>
<td>Science (9)</td>
<td></td>
</tr>
<tr>
<td>Skills Challenge Certificate (3)</td>
<td>Tutorial (2)</td>
<td>Tutorial (2)</td>
<td></td>
</tr>
<tr>
<td>Welsh (3)</td>
<td>Welsh (3)</td>
<td>Welsh (3)</td>
<td></td>
</tr>
<tr>
<td>RE (2)</td>
<td>RE (2)</td>
<td>RE (2)</td>
<td></td>
</tr>
<tr>
<td>Games (2)</td>
<td>Games (2)</td>
<td>Games (2)</td>
<td></td>
</tr>
<tr>
<td>Option 1 (5)</td>
<td>Option 1 (6)</td>
<td>Option 1 (5)</td>
<td></td>
</tr>
<tr>
<td>Option 2 (5)</td>
<td>Option 2 (6)</td>
<td>Option 2 (5)</td>
<td></td>
</tr>
<tr>
<td>Option 3 (5)</td>
<td>Option 3 (6)</td>
<td>Option 3 (5)</td>
<td></td>
</tr>
<tr>
<td>Tutorial (1)</td>
<td></td>
<td>PSE (1)</td>
<td></td>
</tr>
<tr>
<td><strong>50</strong></td>
<td><strong>50</strong></td>
<td><strong>50</strong></td>
<td></td>
</tr>
</tbody>
</table>