

CARMEL COLLEGE PROSPECTUS

2018/19



MISSION STATEMENT

'I came that you may have life in abundance.'

John Ch10 v10

We shall endeavour to be a community which witnesses to the Gospel and the values contained therein.

We shall endeavour to be a worshipping community and celebrate this in daily prayer and liturgy.

Our community must be characterised by supportiveness, a welcoming approach and a caring ethos with justice given to all within it.

We shall strive to provide opportunities and an environment in which all students develop according to their full potential.

We must seek to ensure that all members of our community experience and find hope, joy and fulfilment and a sense of their own worth and that of others, by participating as fully as possible in College life.

We shall strive to maintain fruitful links with parents, parishes, primary feeder schools and the local community, in recognition that the College is dependent on the interaction and support of many agencies, to achieve the aims embodied in this Mission Statement.

We shall regularly evaluate our organisational and management structures, to ensure that they reflect the spirit of this Mission Statement, especially through the effectiveness of the College's communication systems.

'Where there is no vision, the people perish.'

Proverbs Ch 29 v 18



Mike Shorten
Principal
Carmel College

Carmel College has a strong reputation for excellence and providing a wide variety of opportunities within and beyond the classroom. We do this to develop the skills and experiences necessary for our students to become positive contributors to an all-round, outstanding community.

Our strong performance academically and our positive reputation regionally are something that we are not complacent about but work hard to maintain. We seek to bring out the best in all our students.

AIMS

The aims of Carmel College are set out in the Mission Statement. They are intended to generate the distinctive Catholic ethos of a caring community, guided by Gospel values, to enable personal fulfilment and the development of those attributes, which help people to value and celebrate each other's uniqueness.

At Carmel we strive to be a College **where students leave with more than just outstanding results.**

OBJECTIVES

To achieve these objectives, all members of the College community have opportunities:

- to receive the message of the Gospels, which instil a knowledge and understanding of the teachings of the Catholic church and encourage an appreciation of other religions and different ways of life;
- to celebrate their own achievements and aspirations, as well as those of others;
- for support and a level of care which is appropriate to their needs, through personal guidance, counselling and consultation;
- to acquire knowledge and skills which improve their intellectual, social, physical, creative, aesthetic, cultural, moral and spiritual capabilities;
- to make a full contribution to the community, which helps them to understand its interdependent nature;
- which ensure continuity and coherence through all stages of their education and encourage a partnership among students, parents, teachers, parishes, employers and the wider community;
- to have access to a forum in which they can express their views and ideas, relating to the organisation and long term planning of the College.

ADMISSIONS

We are a popular and oversubscribed College. Admissions into Year 7 and Year 12 are in line with our statutory admissions policy. We welcome applications from students across Darlington, Durham and North Yorkshire. For further information please see link below.

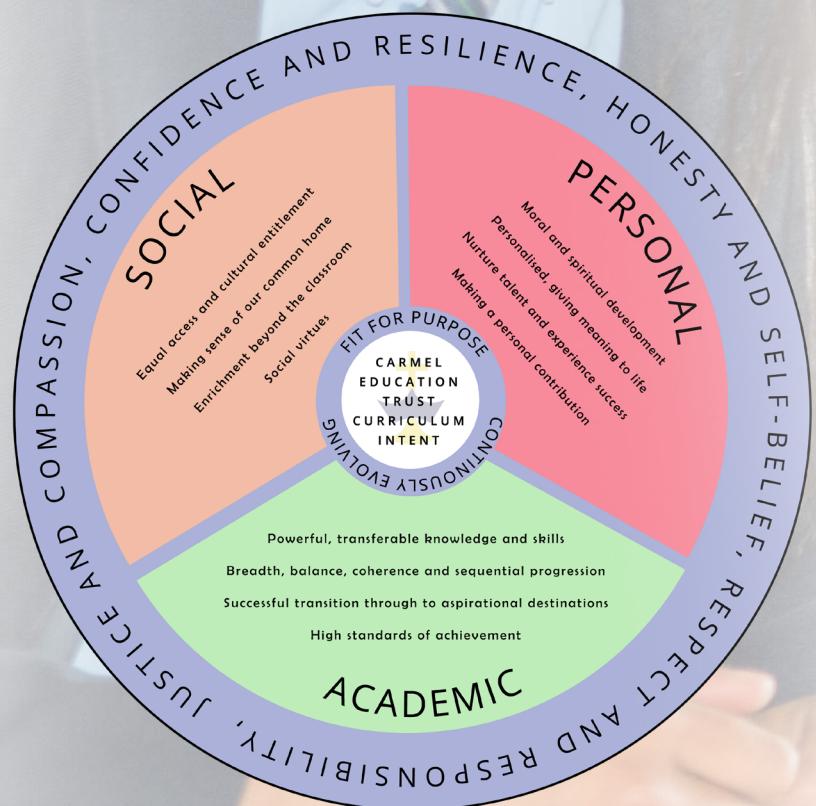
LEARNING AND TEACHING

*"A mission in education as
a work of love"
Christ at the Centre*

We fully support and uphold the curriculum vision outlined in Christ at the centre. This requires that social conditions allow all people to reach their full human potential and realise their human dignity. This means that Carmel College therefore:

"Provides a broad and balanced education which will help children and young people grow to their full human potential, and pay regard to the formation of the whole person, so that all may attain their eternal destiny and at the same time promote the common good of society.

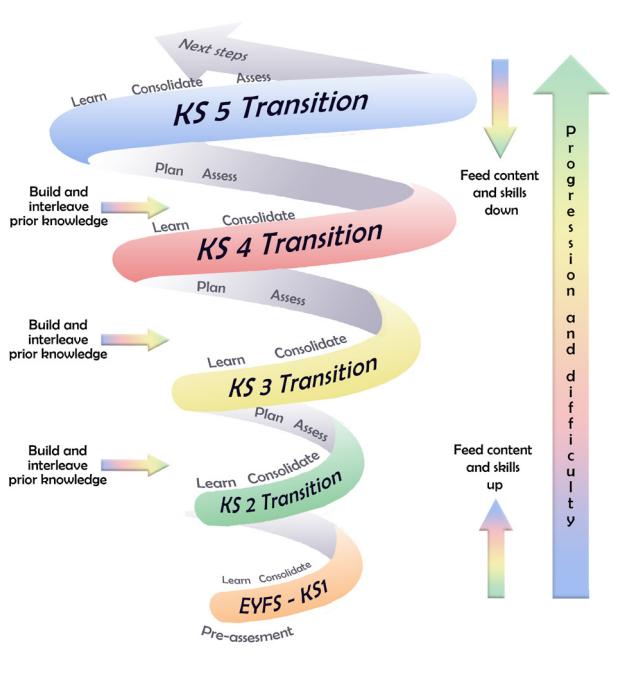
Children and young persons are therefore to be cared for in such a way that their physical, moral and intellectual talents may develop in a harmonious manner, so that they may attain a greater sense of responsibility and a right use of freedom, and be formed to take an active part in social life".



CURRICULUM DESIGN

"If I have seen further it is only by standing on the shoulders of giants"
Isaac Newton

Planning for Progress



Our broad and balanced curriculum is led by Curriculum Leaders who ensure -

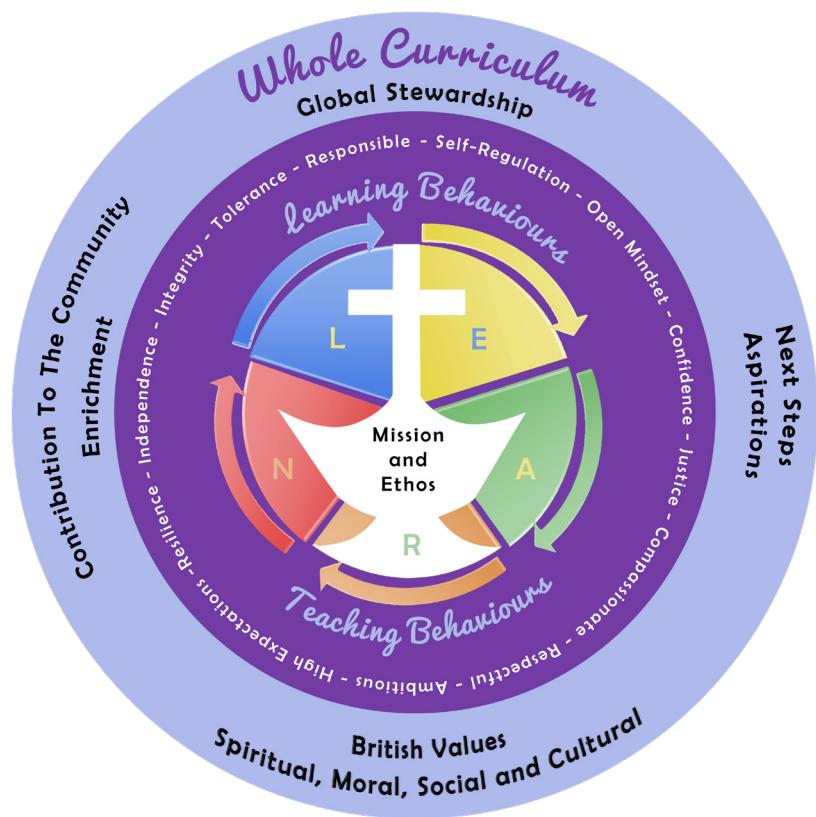
- the best subject knowledge content is selected, paced and sequenced to match the development of our pupils
- learning experiences are designed to motivate, challenge and engage learners, making the curriculum meaningful for all
- there is legitimate progression for our learners from one week, month and key stage to the next

This model illustrates this progression and how our curriculum aims to build on prior knowledge and key transition phases.

STRUCTURE & IMPLEMENTATION

The curriculum at Carmel is the sum of all the students' experience. This encompasses all of the activities which take place in College, including the formal programme of educational provision, the informal programme of extra-curricular activities and those aspects of organisation and interpersonal relationships, which contribute to the development of the College ethos.

This model demonstrates the interconnectedness of the moral, emotional and affective aspects of learning at Carmel. Centered by our faith and mission, we aim to prepare pupils for fulfilling futures, with a great foundation of knowledge, learning habits, virtues and community actions. In doing so, pupils will have the personal resources to "live life to the full".





KS3

We have designed a three year Key Stage 3 in which all pupils have the opportunity to gain a broad knowledge in both the academic and culturally enriching subjects. This provides both a strong foundation for GCSE and also ensures every learner can experience success and fulfilment.

The formal aspects of the curriculum are delivered to the students through the College timetable. There are 25 one hour periods per week of formal curriculum time. The table below outlines the allocation for each subject.

Subject	Year 7	Year 8	Year 9
Religious Studies	3	2	3
English	3	3	4
Maths	3	3	3
Science	3	3	3
Art	1	1	1
Computing	1	1	1
Geography	2	1.5	1.5
History	2	1.5	1.5
Modern Foreign Languages (French or Spanish)	2	2	3
Music	1	1	1
Physical Education	2	2	2
Technology (RM, Textiles, Food, Electronics, CAD)	2	2	1

In addition, students have one PSHEE session per week and five 20-minute tutorials. Throughout the academic year we also have drop down mornings dedicated to the PSHEE programme which encompass the following themes:

Risk and Safety

E-Safety
Drugs/Alcohol/Smoking
Relationships
Peer on Peer abuse - Bullying

Next Steps

Progress/Target setting
Aspirations and Careers
Financial Capability
Study Skills and Revision

National/International

Poverty and Fundraising
Environmental Issues
Government and Politics
Democracy and Citizenship

Year 7

Every endeavour is made to ensure a smooth transition from primary school so that pupils feel confident to commence at Carmel. Using information gathered from visits to feeder primary schools, we ensure that, as far as possible, the form groups are of similar, mixed ability. Form groups are led by a Form Tutor who supports pupils with their academic and social development and progress.

In Year 7, pupils are taught all subjects in mixed ability classes throughout the year, with the exception of mathematics, where half the year's students are timetabled together to enable setting. For those pupils who have not reached age/ stage expectations at the end of Key Stage 2 we have additional "catch up" literacy and numeracy provision.

To set strong personal and social foundations we introduce Year 7 to our distinctive Virtues Education. The aims of this are to promote the social virtues of Compassion, Justice and Respect so that they can make a meaningful contribution to British society. Furthermore, to have the personal virtues of Self- Regulation, Self-Belief, Honesty and Confidence to achieve their goals and potential.

Years 8 and 9

As pupils progress into Year 8 and 9 there is further setting in Mathematics, science, English and French. Pupils are set according to ability and achievement across four forms. All other subjects are delivered in mixed ability classes. At the end of Year 8, students choose one technology subject from Food and Nutrition, Resistant Materials and textiles. They also choose to specialise in French or Spanish. Mathematics, Science, English, Spanish and RE are taught across four forms to enable setting according to ability. Technology, Computing, PE, Art, Music, History and Geography are taught to smaller classes. Throughout KS3, ICT is cross-curricular and, in addition, Years 7 to 9 have one hour of computing in curriculum time.



KS4

We continue to provide a broad and balanced curriculum at Key Stage 4 to ensure every student has the opportunity to experience success by noticing and nurturing their talents. Students are guided to make the best choices by subject teachers, form tutors, our Youth Direction Service and parental support.



As outlined in our curriculum model, we believe that all students should have equal access to the curriculum. The structure of our KS 4 options provides the opportunity for all students to achieve the English Baccalaureate (EBacc): a GCSE grade 5 or higher in one English, mathematics, two sciences, one humanities subject (geography or history) and a modern foreign language. It is also important that students also have some freedom to choose subjects they have an aptitude for and enjoy.

Allocation of periods per week at Key Stage 4

Subject/Year	10	11
Religious Studies	2.5	2.5
English	4	4
Maths	4	4
Science	5.5	5.5
PE	1	1
Option Subjects	$2 \times 4 = 8$	$2 \times 4 = 8$

Core subjects - RE, mathematics, English, science, a modern foreign language, a humanity subject (history or geography)

Optional subjects - We offer a broad range of vocational and GCSE subjects. These include art, business studies, child development, creative media, health and social care, food, French, Spanish, geography, history, music, performing arts, PE, resistant materials, sports leadership, textiles and triple science. Geography, history and modern foreign languages appear in the option blocks to allow students the opportunity to study more than one humanity or language.

Personalised Learning/Setting - Mathematics, English, science and RE groups are set according to ability. Efforts are made to provide groupings within some options, on the basis of ability. There is the opportunity to have additional time for English or mathematics, for those who need it. We do this in the full knowledge that further and higher education, as well as many employment opportunities, require students to have attained a good level (GCSE grade 5 or higher) of literacy and numeracy.

We believe that all students should have the opportunity to develop their understanding of the way that computers work and affect society. They can develop their ICT skills and capabilities across the curriculum to enable them to use computers effectively in the workplace. At KS4 we offer a range of qualifications focusing on the knowledge, skills and understanding that will allow our students to progress into whichever aspect of Computer Science or ICT they choose in their future studies.

Following the recent Science curriculum reforms, Year 10 students will now follow either: Triple Science, in which science must be taken as one of their options in addition to the "core", leading to the award of separate GCSEs in biology, chemistry and physics or Combined Science, which is a new, two-year course, leading to the award of two GCSEs. Some students may also follow Entry Level Science (or equivalent) in parallel with the Combined Science qualification.



POST-16

Academic Strength and Spiritual Depth is our ethos in the sixth form. The curriculum is wide-ranging and includes traditional A Levels alongside vocational courses. We are able to offer over 30 courses at post -16. Our broad choice of programmes of study are tailored to individual requirements. Sixth form students are supported through their option choice to ensure they follow an appropriate programme of study to maximize their potential for success at the end of the two years. Our students progress to the top universities as well as directly into apprenticeships or employment.

Students typically study three A' levels and can combine these with the Extended Project or Core Maths. The majority of qualifications are taught over 5 hours per week, however in addition, it is expected that students use study time to complete independent work directed by subject teachers. Smaller classes develop closer relationships with teachers who are experienced specialists in their subject. We have dedicated teachers who will support students with a personalised approach beyond the classroom such as revision and one to one guidance.

Our strong team of sixth form tutors track the progress of each student, assisting them every step of the way in their academic and personal development. Form tutors also deliver the PSHEE programme which includes the following topics: public speaking, presentation skills, time management, tax, democracy, alcohol and drug awareness, mental health, career pathways, CV writing, SRE and safe driving.

In addition students complete a core enrichment programme to complement their programmes of study. This consists of modules which include the following themes: freedom, crime and punishment, philosophy and the arts, science and religion, spirituality, media, politics, economics and ethics.

As well as unlocking the academic potential of all our students, we also aim to develop their spiritual depth, by focusing on the talents of individuals and providing numerous experiences outside the classroom. Students are encouraged to participate in a varied programme of enrichment activities including the Duke of Edinburgh award, College productions, leadership roles, supporting reading, international trips to New York and Iceland, pilgrimages to Lourdes and Peru, retreats, work experience and scholarships.

Sixth form students have access to all areas of the College, including bespoke areas in the library, breakout departmental facilities, a common room and all day bistro.





VI
CARMEL

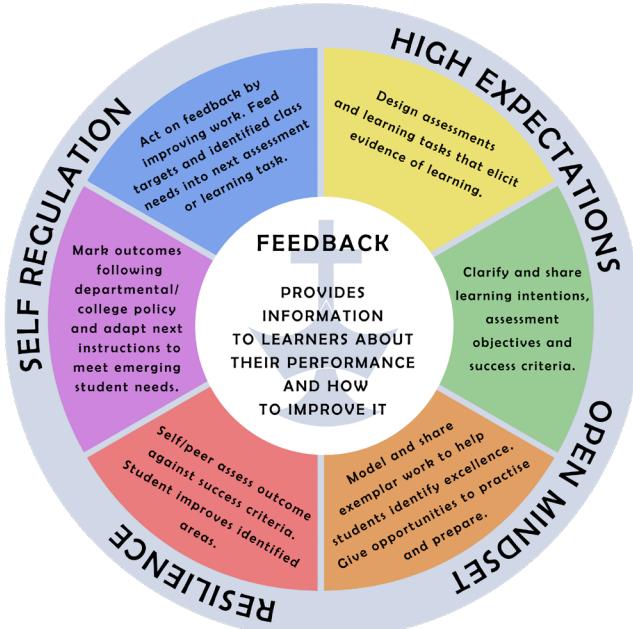
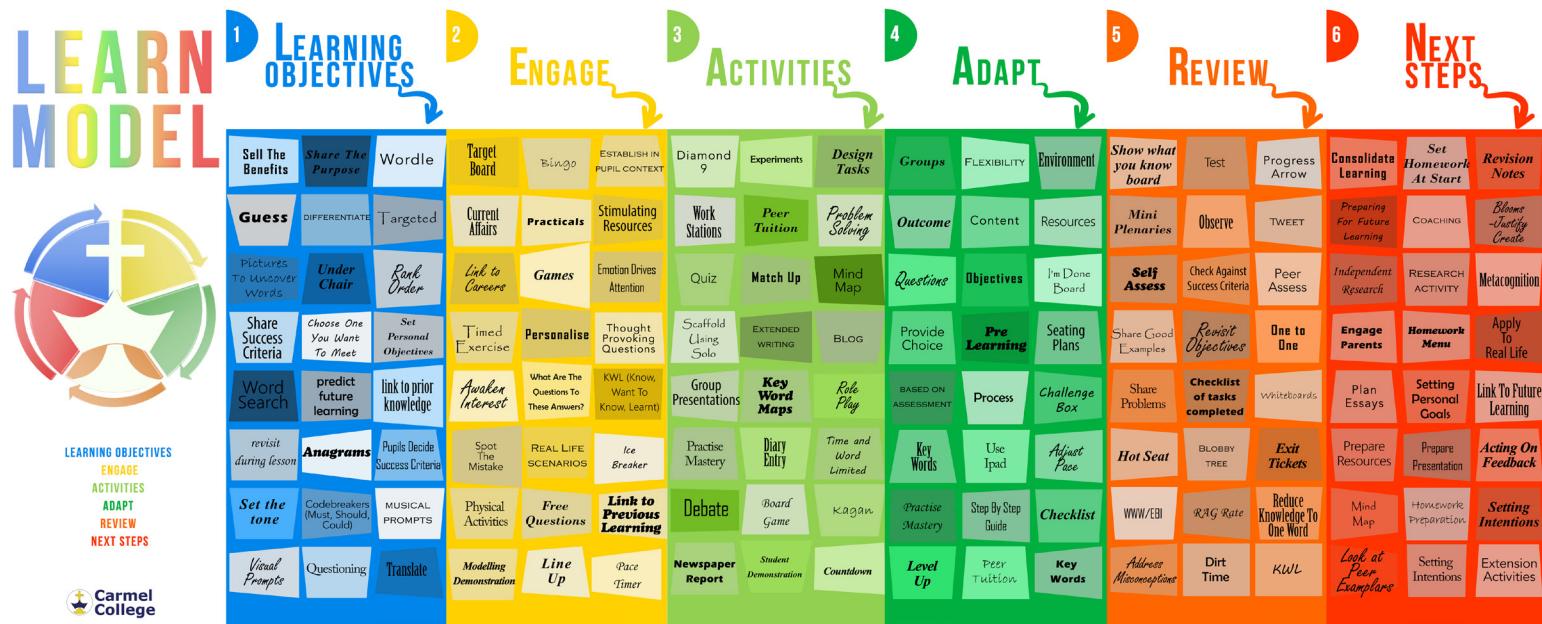
DISTINCTIVE TEACHING

"Through others we become ourselves"
Lev. S Vygotsky

The demonstration of mutual respect, caring for each other, compassion, sensitivity and firm guidance are encouraged to create the conditions in which students experience the hope, joy and fulfilment and a sense of their own worth, aimed at in our Mission Statement.

The attitude and approach of the teacher will promote a positive, purposeful and well-ordered environment, where expectations are high and there is a climate in which students learn to appreciate notions of justice and fairness, modelled by the adults with whom they work. Of central importance is the teacher's respect for the students and the creation of a classroom environment with good relationships and collaborative learning situations.

We want to ensure through quality teaching and learning that all in our College community can excel. This means respecting the unique and intrinsic value of every person, promoting equality, celebrating diversity and personalising learning. Teachers plan purposeful lessons using our distinctive LEARN model. They regularly collaborate to ensure the best subject knowledge and pedagogy is delivered consistently to pupils.



FEEDBACK MODEL

High quality assessment and feedback supports high quality planning and pupil learning.

We aim to provide feedback to pupils that is meaningful, motivating, timely and acted upon.

Establishing Good Habits

From Year 7 onwards we are committed to preparing pupils for success in their final examinations. By ensuring consistent routines of revision and preparation prior to assessments pupils gain the skills and confidence to fulfil their potential. Subject teachers support pupils with revision techniques in addition to our "Engaging Parents Raising Attainment" evenings aimed at sharing revision and study skills for KS 3, 4 and 5.

Homework

We value the contribution that homework can make to the progress of our learners. To have the maximum impact it needs to be an integral part of learning, legitimately planned to reinforce and extend learning from school to home and prepare for future learning. Pupils have to complete compulsory homework tasks and booklets including spelling tests, revision, research, reading, design tasks, presentation preparation and comprehension activities.

Rewards

At Carmel, we promote and reward the learning behaviours we wish to see through CLASSCHARTS. Pupils are given a class chart point for a number of positive reasons such as excellent participation, resilience or for an outstanding piece of homework. Conversely we can also record and track patterns of behaviour and learning that do not meet our expectations.





The personal experiences of a school's Catholic ethos is encountered in many ways. At Carmel it can be witnessed through the physical, outward signs such as the continuing care and attention to the facilities and buildings. This reflects the Church's teaching regarding the dignity of the human person and our obligation to care for the human needs of one another.

The appearance of classrooms, laboratories, workshops, playing fields and sports areas are important parts of a pupil's experience. Following our extensive building and renovation programme, all students at Carmel can enjoy modern, state-of-the-art learning facilities that are continually updated and improved. Recent additions to the College facilities include a climbing wall and 3G hockey pitch which is in great demand at lunchtime and for enrichment activities.

In addition to the facilities and buildings, we do our best to provide all departments with the most up to date resources, text books and technology.



LEARNING ENVIRONMENTS

We believe our school to be a faith community where Gospel values of truth, honesty, forgiveness and reconciliation are lived and where there is special care for SEN, disadvantaged and those most in need.

Special Educational Needs (SEN)

We are a fully inclusive College. We aim to create a mutually supportive environment in which all students can develop their full potential, without fear of failure. Students who have additional learning needs, including those who have an Education, Health and Care Plan (EHC), are a valued and integrated part of our community. Staff continuously seek opportunities for SEN students to experience success, attempting to facilitate access to a broad and balanced curriculum, through informed and sensitive support programmes.

Equal emphasis on inclusion is given in the College's extra-curricular activities. Liaison with feeder schools assists the forward planning of staff training, in order to proactively support students with learning difficulties / disabilities. Students who have an EHC are given priority when learning support staff are timetabled for provision of in-class support. Their progress is closely monitored by the College's coordinator for SEN, assisted by eight learning support staff, the Emmaus Centre Co-ordinator and Pastoral Learning Managers.

All students with SEN have a learner profile which is regularly reviewed. The progress of students who possess an EHC is reviewed annually with parents/ carers in College; more often if this is deemed to be appropriate.

Students have transitional reviews from the end of Year 9. We endeavour to support all our students according to their needs, always mindful of the need for increased independence. We aim to constantly improve the quality of our provision

through regular monitoring, training and use of evaluative feedback. Support is as flexible to need as is possible. Further information is contained within the College's SEN policy and SEN information leaflet, available in College or on our website

Students with Disabilities

Students with disabilities will be admitted to the College in accordance with the College's admission policy.

We are committed to ensuring equality of education and opportunity for disabled students and all those receiving services from the College. We aim to develop a culture of inclusion and diversity, in which people feel free to disclose their disability and to participate fully in College life.

The achievement of disabled students is monitored and we will continue to use this data to further raise standards and ensure inclusive teaching. We will continue to make reasonable adjustments to ensure that the College environment is as accessible as possible.

Whenever a change is proposed to the College's environment, facilities or services, we will undertake a Disability Impact Assessment to identify if it can be done in such a way that it will have a positive impact on disabled people; to eliminate or reduce any negative impact on disabled people as a result of the change and to promote areas of existing good practice in disability equality. Our Accessibility Plan is available as part of our SEN policy. At Carmel, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.



enrichment



We believe that extra-curricular activities are an important part of a rich education; developing students academically, socially and culturally beyond the formal curriculum.

Carmel College offers a diverse and exciting extra-curricular programme that enhances all areas of school life. This includes lunch time activities, master classes, retreats, residential and international trips and competitions.

Over 100 trips take place every year and there is something for everyone. Overseas trips include Poland, Lourdes, New York and Washington, Skiing in Italy, Paris and St Omer, Rome and Florence, Iceland and Taize.

Students have also benefited from; a thriving Duke of Edinburgh programme, HCPT pilgrimage to Lourdes, working with STEM ambassadors and regional employers on enterprise projects; visits to universities; fieldwork studies; theatre trips; museum and gallery visits and opportunities to hear inspirational speakers.

All students are involved in the liturgical life of the College and support local charities including CAFOD and SVP, many have enjoyed the opportunity to attend the YMT summer festival or to contribute to their local parishes.

"Carmel students leave College with much more than just outstanding exam results."

Art Department

KS3 students have the opportunity to use the art rooms every lunchtime to use materials and ICT provision. Lunchtime clubs in photography and textiles are available for KS3 students and these are facilitated by Sixth Form students and supervised by teachers. In Year 7 we have a lunchtime club for SEN students and in Year 9 students have the opportunity to complete banners for the End of Year Mass.

All GCSE students can join an after school extension and support class to improve their coursework. In Year 8 there is a visit to the Captain Cook Museum and MIMA in Middlesbrough and in Year 10 a photography field trip to the South Gare, Redcar.

Sixth Form students are encouraged and directed towards visiting galleries related to their individual studies. We take Year 12 on a study visit to London and to degree shows at Northumbria University and Chelsea College of Art.

English Department

KS3 students are encouraged to take part in a wide range of creative writing opportunities over the course of the year. Working closely with the Catholic Partnership, students can take part in a range of inter-school competitions and events, as well as other national competitions.

All KS4 students have the opportunity to become involved in extra-curricular Drama activities. Other activities include theatre visits, public speaking events and poetry competitions. KS4 students are also given the opportunity to attend productions of GCSE texts wherever possible to enhance their knowledge and enjoyment at GCSE.

A Level English Language students are given the opportunity to attend carefully selected study days. A Level English Literature students are also given the opportunity to attend additional study sessions with universities which enable them to develop their enjoyment of Literature whilst taking advantage of specialists in their field.

The English Department takes every opportunity to study the programmes of the local theatres for relevant productions; regular theatre trips are planned throughout the year, whenever possible, to enhance the study of the set texts.

Mathematics Department

Students in the maths department take part in the UKMT Maths Challenges in Years 8, 10 and 12, as well as taking part in the junior and senior team

challenges. Year 7 take part in an inter-form maths activity. Year 6 pupils from feeder primary schools take part in a maths afternoon. Year 11 and 12 students attend Maths Inspiration talks to broaden their mathematical knowledge.

Music Department

The Music Department at Carmel is a vibrant department, providing active opportunities for students of all musical abilities. Our department provides a thriving extra-curricular programme on a daily basis and we offer a high quality musical experience in the following ensembles:

Orchestra, Liturgy Group, Senior Choir, Big Band, Junior Choir and Show Band.

The high level of student participation creates vibrant and inclusive opportunities to perform. Our singers and instrumentalists perform at venues such as The Sage, Gateshead and events in the local and wider community, as well as contributing to College community events, including the summer production, Christmas Liturgy and Concert, St Cecilia's Concert and End of Year Mass.

Carmel music department has recently moved into brand new accommodation. This includes two large teaching rooms, a recording studio and music technology suite and practice rooms equipped with drum kits, guitars and bass guitars, keyboards, microphones and amps. We remain committed to providing high-quality musical opportunities and experiences for all our students.

Modern Foreign Languages

The modern language department offers French and Spanish throughout Key Stages 3, 4 and 5. Students are also offered Mandarin taster sessions and voluntary after-school lessons. The ethos of the department is to encourage and combine an enjoyment of learning, an interest in the wider world and an enthusiasm for communicating in a foreign language. We seek to make our students aware that languages lead to excellent opportunities in the world of work, better international and global understanding, greater leisure opportunities and cultural awareness and appreciation.

Our students have a variety of opportunities to practise their languages abroad and form links with partners in foreign schools. A gentle introduction to life abroad is offered in KS3. Year 7 students have the chance to spend a week at Le Château d'Ebblinghem in northern France and further opportunities will also be created for students in Year 9 to explore Spanish culture and language abroad. We have recently established a link with a secondary school in Valencia, which will offer students the opportunity to communicate regularly with partners.

PE Department

An extensive extra-curriculum is offered to students in many sports and activities including athletics, badminton, basketball, cricket, cross-country, fitness, football, gymnastics, hockey, netball, rounders, rugby, skiing and swimming.

Carmel are the Darlington and Catholic Partnership champions in athletics, cross country and swimming, as well as football, hockey, netball and rugby Town League and Cup winners in many age groups.

The College competes in various sports at district, county, national and international level. These successes are celebrated annually at the Sports' Presentation Evening, with an elite sports performer presenting the awards.

There are inter-house matches throughout the year in most of these activities. Visits are arranged to international netball, rugby, football and athletics meetings.

There is a popular ski club and each year a skiing trip abroad is organised, which is very well supported. Teams enter local, area, regional, county and national competitions and many students are selected for their area and county teams, particularly in hockey, netball, athletics, football and rugby.

All activities offered in College are organised by suitably qualified staff. Sports' Leaders, GCSE/BTEC and A-Level students are encouraged to assist the Department. The PE department aims to promote sports for all students, whilst also pursuing the path of excellence in all activities.



Library and Learning Resource Centre

Carmel Library and Learning Resource Centre is an integral part of curriculum support, providing information and resources for staff and students. The LRC is open from 8.00am until 5.00pm (4.00pm Friday) and provides computer/internet access printing and photocopying facilities, together with Library resources for use throughout the College day. There is a wide range of books and curriculum based websites to support students with Key Stage studies, as well as a selection of fiction titles to inspire readers' imaginations. The College Library catalogue can be accessed via the Carmel website or by downloading the free iMLS app onto tablets or other devices.

Homework Club is held from Monday to Thursday, after College, to enable students to access information and use resources, with support from library staff.

Sixth Form students can access the LRC in their directed study periods, where there is a dedicated area for quiet study, together with a further study room for group work. A careers' library is available with a comprehensive range of university prospectuses, current publications and Higher Education Resources.

There is an extensive collection of resources to support trainee teachers to become outstanding professional practitioners, developing their understanding of educational theory and subject pedagogy. Academic writing is an integral part of the PGCE and, as such, the Learning Resource Centre is equipped with the relevant reading materials.

Extended family members of Carmel students are able to access the 'Primary Library' during Homework Club hours (term-time only). This collection contains books and resources for pre-school and primary children.

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)



Careers education is central to our College ethos. We strive to meet the needs of every student and to ensure that they are able to choose careers that they find fulfilling and rewarding. All students leave Carmel and go on to further education, employment or training.

We ensure that every student is given a full range of opportunities and experiences to fulfil their potential and are well supported when making career choices.

The programme for CEIAG is led by an Assistant Vice Principal and is coordinated by the Pastoral Learning Managers for each year group.

Form tutors deliver the careers curriculum through PSHEE and ensure students are able to develop the knowledge, skills and attitudes that will enable them to take the next steps on their career journey.

Local businesses, Youth Directions, Foundation for Jobs, National Apprenticeship Service, National Careers Service, National Citizenship Service, Universities and other Colleges generously support our programme and enable a dynamic and current picture of the world of work and study.

Students receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and perseverance, which underpin success in education and employment. We provide high quality, independent careers guidance and have 2 careers advisers who help students to develop high aspirations and consider a broad and ambitious range of careers, including apprenticeships.

We endeavour to inspire students through real-life contacts with the world of work and students access a range of purposeful activities, including employer talks, careers fairs, motivational speakers, College and University visits.

Strong links with local businesses have created opportunities for students to apply for apprenticeships and to take part in work experience. Online resources are available on the College website and students can use Unifrog- an online careers platform linked to the most current courses and apprenticeships.

PASTORAL CARE AND GUIDANCE

The pastoral organisation of the College is based on year groups. Year groups are divided into tutor groups, each led by a Tutor/Academic Mentor who is concerned for the welfare of all students in their group and works under the guidance of a Pastoral Learning Manager (PLM) who has overall responsibility for the academic, social and personal development of students within the year group, under the direction of the Vice Principal for Pastoral Care. Involved in this process, pupils thrive in this strong learning environment, where progress is highly valued.

Vice Principal for Pastoral Care

Mrs L M Hunter



Pastoral Learning Managers



Year 7
Mrs S Thornton

Year 8
Miss M Evans

Year 9
Mr K McCann

Year 10
Mrs R Frank

Year 11
Mr D Pinnock

Head of VI Form
Mrs L Parnaby

Regular meetings are held between the Form Tutors, Pastoral Learning Managers and the Vice-Principal with overall responsibility for pastoral care/guidance. This ensures effective delivery of the pastoral care/guidance, spiritual, moral, social and cultural development of pupils.

Parent Teacher Consultation

The College's Mission Statement emphasises the links between College and parents and, while parents are welcome to contact the College at any time to arrange an interview to discuss the progress of their child, there are formal opportunities for consultation with teaching staff through Academic Mentoring Days and Parents' Evenings.

Parents and students in all years will have the opportunity to attend an appointment with the year group tutors, during both the autumn and spring terms. These will take place during normal working hours. There will also be evenings at key transition points for Year 9, 11 and 13, Key Stages 4 and 5.

Emmaus Centre

The Centre offers additional support to students who are experiencing difficulties on their journey through the College. These difficulties can be short or longer term and for a variety of reasons and may prevent students from accessing fully the opportunities the College has to offer.

Mrs Thornton, the Emmaus Lead, works closely with Pastoral Learning Managers, striving to provide a learning environment where all students can achieve their personal goals. The advice and support made available is delivered in partnership with students, on the basis of equality and inclusivity. Support is offered in a variety of different forms and parental involvement is encouraged to ensure that a strong home/school relationship is developed and maintained.



Driving for Excellence: Academic Mentoring

Careful monitoring of pupil progress takes place across all age groups. All departments track students' progress against their individual targets. Careful analysis enables staff to tailor their teaching to the learning needs of their pupils. This process is a key element in helping to secure consistent progress through the College.

Pupil progress in both academic and personal terms is carefully monitored and nurtured from Year 7 to 11. Every pupil has an Academic Mentor who works with the pupil at regular intervals throughout each year, to celebrate success and also identify areas in need of development. Parents/carers are closely involved in this process. Pupils thrive in this strong learning environment, where progress is highly valued.

The curriculum is constantly being developed across all Key Stages to secure basic skills, increase relevance to the pupils and broaden choice.

As pupils move into KS4, great care and time is given to ensuring that pupils follow a curriculum which matches their interests and talents. A very wide range of subjects is available in College, from traditional subjects to a broad, vocational range of options.

The culmination of this individual approach to pupil development is excellent pupil progress, relative to their individual starting points.

EMMAUS & ACADEMIC MENTORING

UNIFORM



BOYS

Blazer	Navy with College badge
Trousers	Dark grey (not black, skinny or spray on)
Shirt	Plain light blue
Tie	Blue striped with house colour
Jumper	Long-sleeved, navy blue 'V' neck only
Socks	Grey or black, not white
Shoes	Black with no other colours, markings or branding - not trainers or boots. Boots may be worn in bad weather in the winter months and only at the discretion of the Principal.

GIRLS*

Blazer	Navy with College badge
Skirt	Dark grey pleated (all round) All skirts should be of the appropriate length i.e. no shorter than just above the knee
Trousers	Grey
Shirt/blouse	Plain light blue, not fitted and with top fastening button
Tie	Blue striped with house colour
Jumper	Long-sleeved, navy blue 'V' neck only
Tights	Navy/black (winter)
Shoes	Black with no other colours, markings or branding -not trainers, boots, stilettos, kitten heels or backless. Boots may be worn in bad weather in the winter months and only at the discretion of the Principal.

*Under consultation

OUTSTANDING RESULTS



84%

The College continues to outperform both national and local performance for combined achievement in English and mathematics, with 84% of students achieving at least a standard pass (grade 9-4) in both these subjects, and 66% achieving a strong pass or higher (grade 9-5) in both subjects.

75%

75% of Year 11 students studied the full English Baccalaureate (English, mathematics, two science GCSEs, a humanity and a foreign language all at GCSE).

121

121 of the College's GCSE entries were graded 9, which is much higher than national performance. The College's attainment was also well above national performance for both the standard and stronger pass grade.

2018 GCSE performance by grade threshold (reformed GCSEs only)

GCSE Grade	Carmel		England Only - aged 16
	Number	Percent	
9	121	7.2%	4.5%
9-7	515	30.5%	21.6%
9-5 (strong pass)	111	65.7%	53.2%
9-4 (standard pass)	1370	81.1%	69.7%
9-1	1678	99.3%	98.5%

Post-16

The College's A Level achievement was again higher than national performance, and figures were also well above North East averages, with 27% of A level entries graded A*-A, and 55% graded A*-B. The College's pass rate was 99.5%, and the average grade per A Level exam entry was a high C grade. 29 exam entries were graded A*.

2018 GCE A Level performance by grade threshold

Grade	Carmel	National	North East
A*	7.9%	8.0%	6.3%
A*-A	27.0%	26.4%	22.8%
A*-B	54.9%	52.7%	50.2%
A*-C	80.3%	76.8%	76.8%
Pass Rate (A*-E)	99.5%	97.9%	98.2%



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CARMEL COLLEGE PROSPECTUS 2018/19

