



**THE CASTLE ROCK
SCHOOL**
Lionheart Educational Trust

**YOUR
FUTURE
STARTS
HERE!**

**THE CASTLE ROCK SCHOOL
SIXTH FORM**

PROSPECTUS



KEY INFORMATION

WANT TO KNOW WHAT IS HAPPENING AND WHEN?

APPLY USING [PS16.CO.UK](https://ps16.co.uk)

September 2024–January 2025

APPLICATION DEADLINE

31st January 2025

STUDENTS INVITED TO ATTEND AN INTERVIEW

February/March 2025

PLACES OFFERED TO STUDENTS

March 2025

STUDENTS NEED TO HAVE ACCEPTED THEIR PLACE

March 2025

GCSE EXAMINATIONS

May/June 2025

YEAR 12 INDUCTION DAY

July 2025

RESULTS DAY

21st August 2025

START YOUR JOURNEY WITH THE CASTLE ROCK SIXTH FORM

September 2025

**“MY TEACHERS
HAVE SUPPORTED
ME ACADEMICALLY
AND PASTORALLY
THROUGHOUT MY TIME
IN THE SIXTH FORM.”
HOLLY**

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INTRODUCING

OUR ASSOCIATE PRINCIPAL OF THE CASTLE ROCK SCHOOL

I am excited to welcome you to The Castle Rock Sixth Form. The Sixth Form is an exciting part of our school where we have the privilege of developing our young people in the subjects that most interest them.

We take this responsibility very seriously, which is why we not only invest in students' academic abilities but also develop them holistically through a thorough PDC programme and extra-curricular opportunities.

Our core aim is to ensure we provide the stepping stones for success once students leave The Castle Rock School. This means that we teach challenging lessons whilst supporting our young people so that they can confidently take their next steps, whether at University or through an apprenticeship. I am proud to say that 70% of our Sixth Form students decided to continue their education at University level last year and that their time at Castle Rock had instilled in them this love of learning. The rest went on to high quality work placements or apprenticeships which allow them to enter the workplace whilst being offered training.

Our staff are dedicated to student success and constantly working to improve. As part of our community we look forward to working with you in taking The Castle Rock School from strength to strength.



Roma Dhameja
Associate Principal of
The Castle Rock School



WELCOME

TO OUR VIBRANT AND SUCCESSFUL SIXTH FORM

We are delighted that you are considering joining us. Located on The Castle Rock School campus, the Sixth Form community comprises students from a number of schools within the local area. We pride ourselves on our inclusive provision and nurturing environment, which encourages all students to succeed. At The Castle Rock Sixth Form, we offer a broad and balanced curriculum covering an impressive range of academic and vocational subjects.

We are very proud of our results. In 2024, students maintained an impressive record of achievement across the curriculum, from Art through to English Literature, Psychology, Performing Arts and Media Production. Students receive unrivalled support from our supportive and highly qualified team of specialist teachers. Students at The Castle Rock Sixth Form benefit from a dedicated Sixth Form study centre and pastoral mentor. The centre is equipped with the latest ICT and access to support throughout the school day. Every student is offered an individual programme of support, and a personal tutor, in addition to the Sixth Form support team.

We make every effort to ensure that students are stretched academically and strive for excellence within the security of our supportive pastoral system. Students are guided to make well-informed decisions about their future goals, aspirations and careers. This year, we have seen a record number of students apply for university and degree level apprenticeships across a wide variety of career pathways including Medicine, Dentistry, Neuroscience, Psychology and Law. This year our students have gone on to study at universities such as Cambridge, Durham, York and Nottingham.

As well as academic success, students are encouraged to participate in a wide range of extra-curricular activities, for both personal development and to contribute to the wider school community. Sixth Form students are given opportunities to become positive role models and mentors to younger students.

Inevitably, this prospectus can only give you a glimpse of life in our Sixth Form and we would encourage you to visit us for a tour around the campus. We look forward to welcoming you and supporting you in the next phase of your education.



Emma Parker
Head of Sixth Form

LEVEL 3

ADVANCED STUDY OPTIONS

Basic entry requirements: minimum of 5 GCSEs at grade 4 or above (including either English Language / Literature and Maths). However individual subjects may have further requirements which you can see in the adjacent table and following subject pages.

The Sixth Form curriculum has been developed to offer maximum flexibility at level 3, for students intending to progress to higher education, advanced apprenticeships or employment. A diverse range of A level subjects are offered, together with a comprehensive suite of vocational qualifications including the Level 3 BTEC qualification. The Extended Project Qualification (EPQ) is also available to supplement the curriculum, as is the LIBF Level 3 Certificate in Financial Studies (equivalent to an AS level) for all students as part of their enrichment.

SIXTH FORM PROGRAMMES TO ENRICH, EXTEND AND DEVELOP CRUCIAL EMPLOYABILITY SKILLS...

We offer a wide range of activities and courses to build resilience in our students. Students are obliged to commit to at least one enrichment activity, as an essential component of their programme of study. They will also need to undertake a meaningful work experience during their time with us and will be supported to ensure that this not only benefits their future career aspirations, but allows them to explore different areas of industry.

THE CORE TUTORIAL PROGRAMME (PERSONAL DEVELOPMENT)

Every student is allocated a tutor group with a personal tutor. The tutor delivers our bespoke Personal Development programme (personal, social, health and economic) that covers a range of issues from relationships, to extremism, careers advice and preparation for the next stage whether that be the UCAS or advanced apprenticeship application process. The tutor monitors individual student progress and identifies strengths and areas in which they need to improve.

A student's tutor is their first port of call for issues regarding pastoral concerns, attendance, academic progress and attainment.

ENTRY REQUIREMENTS

FOR OUR WIDE-RANGING CURRICULUM OFFER.

SUBJECTS	SPECIFIC ENTRY REQUIREMENTS
Medical Science (BTEC Level 3)	General entry plus grade 4-4 in Combined Science and a grade 4 in Maths
Art, Craft and Design (A Level)	General entry plus a grade 5 in a Design subject or portfolio submission
Biology (A Level)	General entry plus a grade 6-6 in Combined Science, or grade 6 in Biology. Plus a grade 5 in English Literature or Language
Business Studies (A Level)	General entry plus a grade 5 in Maths and English Literature or Language.
Chemistry (A Level)	General entry plus a grade 6-6 in Combined Science, or grade 6 in Chemistry. Plus a grade 6 in Maths and a grade 5 in English Literature or Language
English Literature (A Level)	General entry plus a grade 5 in English Literature and Language
French (A Level)	General entry plus a grade 5 in French and a grade 5 in English Literature or Language
Geography (A Level)	General entry plus a grade 5 in English Literature or Language. Plus a grade 5 in a Humanities subject
Hairdressing (NVQ Level 2)*	Hairdressing may be offered as a bespoke programme - please contact the school directly if you wish to express an interest. Students should have passed GCSE English and Maths with a grade 4 to access this course.
Health and Social Care (BTEC Level 3)	General entry requirements
History (A Level)	General entry plus a grade 5 in English Literature or Language. Plus a grade 5 in a Humanities subject
Mathematics (A Level)	General entry plus a grade 6 in Mathematics
Further Mathematics (A Level)	General entry plus a grade 8 in Mathematics, a grade 5 in Further Mathematics and must combine with A Level Mathematics. This is taken as a fourth A Level.
Media Production (BTEC Level 3)	General entry requirements
Performing Arts (Cambridge Technical)	General entry requirements
Physics (A Level)	General entry requirements plus a grade 6 in Physics, grade 6 in Mathematics and a grade 5 in English Literature or Language
Psychology (A Level)	General entry requirements plus a grade 4 in Mathematics and a grade 5 in English Literature or Language
Sociology (A Level)	General entry requirements plus a grade 5 in English Literature or Language
Sport (Cambridge Technical - 1 A Level equivalent)	General entry requirements

PATHWAYS

TARGETED PATHWAYS FOR SPECIFIC SECTORS

Enterprise Pathway	A Level Business, Maths & Psychology
Legal foundations Pathway	A Level English Literature, History/French & Psychology
Engineering Pathway	A Level Physics, Maths & Chemistry
Criminology Pathway	A Level English Literature, Sociology & Psychology

All Pathways will include an Extended Project Qualification undertaken in Year 12 where a grade 6 has been achieved in English Literature or Language.

Students do not have to take a pathway, they can select their three chosen courses - but these provide some advice for those looking into sectors such as Business, Economics, Law, Engineering (Chemical or Mechanical) and Criminology.



COURSES

AT THE CASTLE ROCK SIXTH FORM

MEDICAL SCIENCE

Type of Qualification

Level 3 Alternative Academic Qualification BTEC National – Extended Certificate (1 A Level equivalent)

Course Content and Assessment

Medical Science provides a vocationally-focused approach that enables students to study the principles and applications of medical science through three mandatory units, and further explore other areas in more detail via an optional unit. Students will also learn practical and investigation skills that build on this fundamental knowledge.

How is your work assessed?

Assessment of the Applied Science course is by internally assessed portfolio work and external exams. Students will study 4 units.

Units

- Human anatomy, physiology and pathology
- Health issues and scientific reporting
- Practical microbiology and infectious diseases.
- Diseases, disorders, treatments and therapies.

Progression to Further Education, Higher Education (University), Apprenticeship or Employment

Level 3 certificates and diplomas in medical science will prepare you for a range of vocational courses in further or higher education such as Nursing, Adult Health/Child Health/Mental Health, Psychology, Physiotherapy.

Extra-Curricular Opportunities

Opportunities to work with De Montfort University; membership of the Sixth Form Science Society; opportunity to apply for Nuffield bursaries.

ART, CRAFT AND DESIGN

Type of Qualification

Art, Craft and Design (A Level)

Course Content and Assessment

Art, Craft and Design allows you to specialise in any of the following areas:

- Fine Art
- Photography
- Textile design
- Three-dimensional design (Design Technology)

You will choose a specialism when you begin the course and complete your assessments in this chosen field.

How is your work assessed

Personal Investigation—60% of A Level
Externally set assignment—40% of A Level

Personal Investigation - Practical investigation into a student's area of interest. This will be supported with written material and the student must show clear development from conception of an idea to their intended outcome. They will use research and critical analysis to produce coherent and well-developed work.

Externally set assignment - The external set assignment will be a choice of eight questions to be used as a starting point in your chosen discipline. Students will have a period of preparatory work to complete and supervised sessions totaling 15 hours to produce their outcome.

Progression to Further Education, Higher Education (University), Apprenticeship or Employment

There are thousands of Art/Design degrees you could study, ranging from: Fine Art, Graphic Design, Photography, Fashion & Textiles, Digital Design, Architecture, Art therapy, Interior Design, Landscape Design, TV film & Theatre Design, Product Design, the list is endless.

Extra-Curricular Opportunities

The Art & Design faculty runs an extensive range of extracurricular activities, from after school support sessions to one off workshops designed to support learning and to enable students to achieve their potential. Students can also take part in excursions to exhibitions, museums and explore both urban and natural landscapes to inform their creative work. We also offer opportunities for Design students to work in their free study time in the Art and Design Faculty sixth form studio, where they can continue with their practice. Students can also use their knowledge to help coach younger designers in school.

BIOLOGY

Type of Qualification

A Level Biology

Course Content and Assessment

Year 1

- Module 1 – Biological Molecules.
- Module 2 – Cells.
- Module 3 – Organisms exchange substances with their environment.
- Module 4 – Genetic information, variation and relationships between organisms.

Year 2

- Module 5 – Energy transfers in and between organisms.
- Module 6 – Organisms respond to changes in their internal and external environments.
- Module 7 – Genetics, populations, evolution and ecosystems.
- Module 8 – The control of gene expression.

How your work is assessed

The A Level course is assessed by 3 external exams at the end of year 2. These will cover the content from both year 1 and year 2. There is also a non-exam assessment. This consists of demonstrating practical competence in 12 activities that will be undertaken throughout the course. Students will receive a pass or fail for this component of the course.

Progression to Further Education, Higher Education (University), Apprenticeship or Employment

Degrees in Medicine, Veterinary Science, Dentistry, Nursing, Midwifery, Physiotherapy, Sports Science, Forensic Science, Beauty therapy and Ecology. Other professions such as Law, Journalism and Accountancy.

Extra-Curricular Opportunities

Nuffield Bursaries. These are an opportunity to gain 4 weeks of experience working with professional scientists in a field of your choice. Selection is based on a personal statement from you and reference from your teacher. Visits to Universities as appropriate during the course.

BUSINESS STUDIES

Type of Qualification

A Level Business Studies

Course Content and Assessment

Business is front-page news. The way companies operate is under greater scrutiny than ever before and TV programmes like The Apprentice and Dragon's Den have raised the profile of business to a new generation. The AQA specification brings the subject up-to-date, enabling students to engage with, explore and understand business behaviour and develop a critical understanding of what business is and does.

In year 1 the following topics are covered:

- What is business?
- Managers, leadership and decision making.
- Decision making to improve marketing performance.
- Decision making to improve operational performance.
- Decision making to improve financial performance.
- Decision making to improve human resource performance.

In year 2 the following additional topics are covered:

- Analysing the strategic position of a business.
- Choosing strategic direction.
- Strategic methods: how to pursue strategies.
- Managing strategic change.

How your work is assessed

Year 1: Assessment is by two one-and-a-half hour written exams at the end of the course.

Year 2: Assessed by three two-hour written exams at the end of the course.

Progression to Further Education, Higher Education (University), Apprenticeship or Employment

Many students go on to study Business at University, specialising in a number of areas including Business and Marketing and Business and Organisational Management. The qualification will also give students a clear understanding of many concepts in the world of Business and so prepare for employment in a variety of business areas including retail, administration, banking and human resources.

CHEMISTRY

Type of Qualification

A Level Chemistry

Course Content and Assessment

For A Level study, chemistry is split into the fields of organic chemistry, inorganic chemistry, and physical chemistry. Organic Chemistry is concerned with the molecules of life, and centres on the Chemistry of the element carbon. Organic Chemistry involves the synthesis of new molecules including drugs, fragrances and plastics.

Organic chemistry explores trends and patterns in the physical and chemical properties of elements and compounds. Whilst Organic Chemistry focuses on carbon, inorganic chemistry deals with all the other elements of the periodic table. This rich branch of chemistry considers topics as diverse as transition metal catalysts and periodicity.

Physical Chemistry studies the fundamental principles governing the way that atoms, molecules, and other chemical systems behave. Physical Chemistry includes topics such as kinetics, thermodynamics and spectroscopy.

How is your work assessed

The A level course is assessed via written papers which are taken at the end of Year 13. Although there is no coursework element which contributes to the final grade, practical skills are recognised in a separate "practical skills endorsement"; students are expected to demonstrate competence in a range of practical tasks in order to achieve the endorsement.

Progression to Further Education, Higher Education (University), Apprenticeship or Employment

The majority of students who are successful at A Level chemistry go on to higher education. Chemistry is essential not only for chemistry-based degrees, such as Chemistry and Biochemistry, but also for medicine, veterinary science, dentistry and forensic science. A level Chemistry is a prestigious qualification which is highly regarded by universities and employers for the wide range of transferable skills it develops.

Extra-Curricular Opportunities

We have links with local universities and offer visits, taster days and lectures.

ENGLISH LITERATURE

Type of Qualification

A Level English Literature

Course Content and Assessment

English literature follows a contemporary approach to Literature which subscribes to the 'Death of the Author' theory and is interested in individual responses to the texts that individuals read and experience. The specification welcomes quirky and independent interpretations of canonical and modern texts, and the coursework unit allows students the opportunity to make their own independent choices of texts to explore.

In particular, two specific genres will be studied: Aspects of Tragedy, a traditional literary genre that focuses on the dangers of pride and ambition through flawed characters, and Elements of Crime Writing: a modern and populist genre that focuses on the elements of crime writing employed by writers to question the natures of innocence and criminality.

Students will also complete an independent study of two texts (one novel, one poetry), in which they will formulate a question to investigate the texts from a critical perspective. This forms the Non-Exam Assessment (NEA), which is worth 20% of the course.

- AQA Critical Anthology (a selection of readings based on different literary viewpoints including eco-critical, feminism and Marxism)
- A minimum of two texts of their own choice (one poetry, one prose)

There is an increased focus on independence this year with students completing two essays on texts which they will select themselves. This gives students the fantastic opportunity to explore their own interests and has been a very popular unit in previous specifications. The only limit is the word count!

How is your work assessed

Year 2: 80% examination, 20% non-exam assessment

Progression to Further Education, Higher Education (University), Apprenticeship or Employment

English Literature is a fantastic option choice for A level as it provides students with a firm foundation for the essay writing and research skills that are usually required at university. Previous students of A level English literature have gone on to study not only English at degree level, but other courses such as speech and language therapy, chemistry and veterinary science. The qualification has broad appeal for universities. The study of English literature develops students' academic skills and also allows them to flourish on a personal level. The emotive and engaging nature of the texts that are studied at A level prompts reflection and an understanding of the wider world across different times and places.

Extra-Curricular Opportunities

We are hoping to run trips to the theatre to The National Theatre and The Globe, London and also the Royal Shakespeare Company Theatre in Stratford-upon-Avon. We intend to visit the Cheltenham Literature Festival.

FRENCH

Type of Qualification

A Level French

Course Content and Assessment

This is a two year linear course.

The course is divided into the 2 main topic areas and a choice of works:

- Social issues and trends
- Political and artistic culture
- Works (Literary texts and films)

The A-level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society

How is your work assessed

As this is a linear course students will sit all their examinations at the end of year 2. The examinations include a 20 minute speaking conversation based on the 2 main topics outlined above and a presentation and discussion of an individual research project. This accounts for 30% of the A level qualification. Listening, Reading and Writing skills are assessed in a two hour and a half paper in June and this paper accounts for 40% of the A level qualification. In addition there is a two-hour writing paper on one text and one film or two texts from the list set in the specification. This paper accounts for 30% of the A level qualification.

Progression to Further Education, Higher Education (University), Apprenticeship or Employment

Students can progress to university with A Level French. The Russell Group Universities which represent the top 24 research universities in the UK particularly favour an A Level in a modern foreign language as it is a 'facilitating' subject. Students typically progress onto teaching and translating, business services, central government, financial services, marketing, journalism and media, technology, travel and tourism and the voluntary and charitable sector.

Extra-Curricular Opportunities

Opportunities Students will have the opportunity to achieve fluency in French by exposure to a wide range of reading, listening and video material and everyday conversations in French with their class teachers. Students can also take part in enrichment activities where they support youngsters in Year 10 and 11 who are studying French. This will be especially useful for those students who are thinking of teaching in either the Primary or Secondary sector. Students can attend or run lunchtime clubs or sessions on topics linked to cultural aspects of French speaking countries that correspond to their personal interests.

GEOGRAPHY

Type of Qualification

A Level Geography

Course Content and Assessment

Year 1 - Area of Study 1: Dynamic Landscapes

- Tectonic Processes and Hazards
- Landscape Systems, Processes and Change (coasts and glaciers)

Area of Study 2: Dynamic Places

- Globalisation
- Shaping Places (Diverse Places or Regeneration)

Year 2 - Area of Study 3: Physical Systems and Sustainability

- The Water Cycle and Water Insecurity
- The Carbon Cycle and Energy Security
- Climate Change Futures

Area of Study 4 - Human Systems and Geopolitics

- Superpowers
- Global Development

How is your work assessed

Paper 1 - Physical Geography 2 hour examination 30%

Paper 2 - Human Geography 2 hour examination 30%

Paper 3 - Synoptic Paper 1 hour 45 minutes 20%

Coursework (NEA) - Independent Investigation 20%

Progression to Further Education, Higher Education (University), Apprenticeship or Employment

An A Level in Geography opens doors. You will find that studying Geography is a brilliant step towards a wider range of HE courses and/or employment opportunities.

Further education - Geographers can go on to study higher level courses, including Foundation degrees, undergraduate degrees and/or BTEC Higher Nationals.

Employment - Geographers can go into a wide range of jobs, including: advertising, education, environmental management, finance, law, marketing, retailing, sales, social/health services, meteorology, and hydrology. In recent years a growing number of students from our Sixth Form have gone on to do undergraduate degrees in Geography.

Extra-Curricular Opportunities

Fieldwork is a compulsory element of Geography. As part of the course there is a residential trip. We have been to Norfolk, Dorset, North Yorkshire and North Wales in previous years.

HAIRDRESSING*

Type of Qualification

VTCT Level 2 Diploma in Ladies Hairdressing

Course Requirements

Please note that this course requires students to purchase a professional hairdressing kit and industry style tunic. Students will also need to draw upon family and friends to act as 'models' for skills practice.

Course Content and Assessment

The mandatory units include:

- Advise and consult with clients
- Blow-dry and style hair
- Colour and lighten hair
- Cut ladies hair
- Health, safety and hygiene
- Set and dress hair
- Shampoo, condition and treat the hair/scalp
- Style hair with electrical equipment

Throughout this qualification, knowledge and understanding of relevant anatomy and physiology is developed, combined with knowledge of all relevant testing together with health, safety and legislation requirements necessary for a junior hairdresser/hairstylist. Skills in consulting with clients, providing a range of basic cutting, colouring and lightening services will be gained. Alongside these are units focusing on skills in setting, dressing, blow-drying and styling hair with electrical equipment are developed. In parallel, you will develop communication and customer service skills, awareness of environmental sustainability and commercial skills, all of which are valued highly by employers. Problem solving and research skills will also be developed. You will be required to attend a weekly work placement within a hairdressing salon to gain valuable, structured work experience. This practical based training is ideal preparation for gaining employment in the hairdressing industry or for further specialist study.

How is your work assessed

To be awarded this qualification, you must successfully achieve the following assessments:

- Externally set and internally marked graded practical assessments (50% of qualification grade)
- Externally set and marked examinations (30% of qualification grade)
- Externally set and internally marked graded synoptic assessment (20% of qualification grade)

Progression to Further Education

This qualification will allow you to progress into employment or onto a Level 3 Technical Diploma qualification such as:

- VTCT Level 3 Diploma in Hairdressing (Tech Level)
- VTCT Level 3 Extended Diploma in Barbering (Tech Level)
- VTCT Level 3 Extended Diploma in Hairdressing (Tech Level) Extra-Curricular

Opportunities

Learners who achieve this qualification are eligible to become a State Registered Hairdresser (SRH) with The Hairdressing Council. As a junior hairdresser/hairstylist, learners could progress directly into employment in a variety of contexts, which include:

- Commercial salons
- Independent/self-employed/mobile/home-based settings
- Armed services
- HM prison service
- Cruise liners
- Hospitals/care homes

HEALTH & SOCIAL CARE

Type of Qualification

CTEC Level 3 Extended Certificate in Health and Social Care, equivalent to 1 A-level

Course Content and Assessment

This course enables students to build up a bank of mandatory and optional units according to their interest and career aspirations. Units are assessed both externally and internally.

- Human lifespan development (external exam in Year 12)
- Working in health and social care (external exam in Year 13)
- Meeting individual care and support needs (internally assessed coursework unit in Year 12)
- Psychological perspectives (internally assessed coursework unit in Year 13)

Human lifespan development: this unit focuses on human growth and development across 6 life stages (from birth to later adulthood). Students are expected to develop knowledge and understanding of factors which affect development, as well as a comprehensive understanding of a range of theories relating to human development (for example in the field of child development).

Working in health and social care: this unit require students to study the importance of the health and social care sector in modern society; students will research a range of job roles and responsibilities in the Health and Social Care sector, along with legislation and policies which supports safer working practices. This unit is particularly important for those students who want to progress to a career in Health and Social Care.

Students are encouraged to carry out work experience in the Health and Social Care sector where possible. Knowledge and understanding developed in Units 1 and 2 will support students in their completion of internally assessed coursework units.

How is your work assessed

A combination of assessment styles is used, giving students confidence that they can apply their knowledge in a Health and Social Care setting. Students will carry out research and projects linked to the theory content of units. They will also be required to demonstrate their skills in real-life scenarios provided by the exam board; these tasks will be set and marked by Pearson. Finally, essential knowledge will be assessed under exam conditions, via written papers.

Progression to Further Education, Higher Education (University), Apprenticeship or Employment

This qualification in Health and Social Care leads directly into BSc Honours degrees in nursing, social work, physiotherapy, occupational therapy, speech therapy and Health and Social Care. Students are able to gain entry into careers including radiotherapy, midwifery and nursing, paramedic science, podiatry, healthcare science and the NHS practitioner training programme.

HISTORY

Type of Qualification

A Level History

Course Content and Assessment

Unit 1: The British Empire 1857-1967 (two year course)

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- Why did the British Empire grow and contract?
- What influenced imperial policy?
- What part did economic factors play in the development of the British Empire?
- How did the Empire influence British attitudes and culture?
- How did the indigenous people respond to British rule?
- How important was the role of key individuals and groups and how were they affected by developments?

Unit 2: Revolution and Dictatorship: Russia, 1917-1953 (two year course)

This option provides for the study in depth of the coming and practice of communism in Russia. It explores concepts such as Marxism, communism, Leninism, and Stalinism, ideological control and dictatorship. It also enables students to consider issues of political authority, the power of individuals and the inter-relationship of governmental and economic and social change.

Unit 3: Historical Investigation (non-exam assessment) (A Level only)

Through undertaking the historical investigation, students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work.

The Historical Investigation contributes towards meeting the aims and objectives of the A Level specification. In particular it encourages students to:

- Ask relevant and significant questions about the past and undertake research.
- Develop as independent learners and critical and reflective thinkers.
- Acquire an understanding of the nature of historical study.
- Organise and communicate their knowledge and understanding in a piece of sustained writing.

How is your work assessed

- Mock exams in Year 1 and Year 2
- Formally assessed at the end of Year 2 with external A Level examinations (2 x 2 1/2 hour papers)
- Completion of a NEA in Year 2 worth 20% of the total grade

Progression to Further Education, Higher Education (University), Apprenticeship or Employment

History A level is highly regarded by university admissions tutors and employers alike.

Employment – Historians can go into a wide range of jobs, including: advertising, education, business, law, media, accountancy as well as more subject specific careers such as archaeology and museum work.

Higher Education – History has proven a popular choice at university amongst our A level students. Students have progressed onto Russell Group universities to study History

Extra-Curricular Opportunities

Students have the opportunity to visit Leicester University to improve their research skills and possibly the opportunity to travel abroad, to enhance their studies.

MATHEMATICS

Type of Qualification

A Level in Mathematics

Course Content and Assessment

- Overarching Themes: mathematical argument, language and proof; mathematical problem solving; mathematical modelling.
- Core content: proof; algebra and functions; coordinate geometry in the (x,y) plane; sequences and series; trigonometry; exponentials and logarithms; differentiation; integration; vectors; statistical sampling; data presentation and interpretation; probability; statistical distributions; statistical hypothesis testing; quantities and units in mechanics; kinematics; forces and Newton's laws.

How is your work assessed

100% examination

3 x 2 hour examinations

Progression to Further Education, Higher Education (University), Apprenticeship or Employment

- For a degree in Mathematics, statistics, physics, engineering or actuarial science, you will almost certainly need a good Mathematics A level and possibly a further mathematics A Level.
- Mathematics is of considerable benefit if you are intending to study any of the social science or humanities subjects; in all these subjects you will be expected to analyse and interpret large data sets.
- If you are thinking of looking for a job straight after A Levels, Mathematics is a great "core" subject - in fact, it is one of the most important subjects you can take; this is because the ability to understand and manipulate numbers and mathematical concepts is extremely useful for almost any job.

Extra-Curricular Opportunities

- Academic Mentoring
- UK Senior Mathematics Challenge

FURTHER MATHEMATICS

Type of Qualification

A Level in Further Mathematics

Course Content and Assessment

- Overarching Themes: mathematical argument, language and proof, mathematical problem solving, mathematical modelling.
- Core content: complex numbers, further algebra and functions, further calculus, further vectors, polar coordinates, hyperbolic functions.
- Optional content (students must study one of these options): mechanics, statistics or discrete maths.

How is your work assessed

100% examination.

A Level: 3 x 2 hour examinations.

Progression to Further Education, Higher Education (University), Apprenticeship or Employment

- For a degree in mathematics, statistics, physics, engineering or actuarial science, you will almost certainly need a good mathematics A level and probably an A level in further maths.
- AS or A Level Further Mathematics is of considerable benefit if you are intending to study either mathematics or theoretical physics at university.
- If you are thinking of looking for a job straight after A levels, it acts as a discriminator, setting you apart from the vast majority of applicants and giving a clear indication that you have acquired a high level of problem-solving ability.

Extra-Curricular Opportunities

- Academic Mentoring
- UK Senior Mathematics Challenge

MEDIA PRODUCTION

Type of Qualification

BTEC Level 3 Extended Certificate in Creative Digital Media Production

Course Content and Assessment

Unit 1: Media Representations (written examination)

Students are required to complete an on-screen supervised exam which lasts for two hours. The exam will consist of short and long answer questions. Learners will have access to unseen media products and will be able to engage with material independently using the onscreen platform.

Unit 4: Pre-Production Portfolio (coursework marked by the college and verified by the exam board)

Students will understand the requirements of pre-production of a digital media product and carry out pre-production for a digital media product. They will produce a pre-production portfolio for a creative media production and review pre-production of a digital media product.

Unit 8: Responding to a Commission

Students are required to complete a two-part task, where they are provided with a commission for a media production, they will then conduct research activities in order to be able to complete an assessment for the second part of the task. Plus one other optional unit chosen by the Head of Media.

Progression to Further Education, Higher Education (University), Apprenticeship or Employment

This course in Media provides a good grounding to go on to further study in courses such as;

- Journalism
- Audio production
- Publishing
- Broadcasting
- Sound production
- Film & TV production
- Video game producer
- Script writing
- Animation
- Advertising and marketing
- Film and TV management

PERFORMING ARTS

Type of Qualification

OCR Cambridge Technical - Diploma in Performing Arts (Music, Acting, Dance, Technical and Production) - 1 A Level equivalent (Extended Certificate)

Course Content and Assessment

Everyone will study the following mandatory units:

- Prepare to work in the Performing Arts sector
- Proposal for a commissioning brief
- Influential performance practice

These units will give you an understanding of Performing Arts in wider contexts; including the way the sector works, job roles and progression opportunities, how to build strategies for sustaining a freelance career and how to plan and develop projects. You will study the work of Performing Arts practitioners and learn how to demonstrate practical ideas for performance. You will also develop transferable skills such as planning, communication and adaptability. In addition to the mandatory units, you will choose to study one of three pathways depending on the further study or career path you wish to pursue. Each pathway has a mandatory unit and then a choice of other optional units.

- Acting pathway – Everyone who takes the Acting pathway will study Acting technique and choose three units such as Classical theatre Performance or Script Writing.
- Dance pathway – Everyone who takes the Dance pathway will study Dance technique and then choose two to three units such as Dance Performance or Dance Choreography.
- Music pathway – Everyone who takes the Music pathway will study 'Create Music to Perform' and then choose two to three units such as Instrumental Music Technique or Produce Music Using Technology.
- Theatre Production pathway – Everyone who takes the Theatre Production pathway will study Production and Stage Management Process and then choose two to three units such as Stage Sound/Lighting Design and Operation or Set Design and Realisation.

Progression to Further Education, Higher Education (University), Apprenticeship or Employment

This qualification is not just about being able to perform on stage, it has been designed in collaboration with experts spanning the breadth of the sector and it focuses on requirements that today's universities, professional vocational colleges and employer's demand. Students can go on to work in theatre, dance, media, production, radio, sales, teaching, social work, uniformed services, marketing and events management.

Extra-Curricular Opportunities

This course will require you to take part in extra-curricular performances as part of your assessment pathway.

PHILOSOPHY AND ETHICS

Type of Qualification

Philosophy and Ethics A level

Course Content and Assessment

This course is designed to stimulate critical and reflective thinking with the aim of developing a greater understanding and appreciation of the disciplines of:

- Philosophy
- Ethics
- Developments in Religious Thought

And will encourage students to:

- Develop knowledge and understanding appropriate to a specialist study of the Philosophy of Religion and Religion and Ethics.
- Develop an enquiring, critical and reflective approach to the study of religion.
- Reflect on and develop their own values, opinions and attitudes in the light of their study.

This course aims to thoroughly engage students and develop an interest in Philosophy, Ethics and Religious Thought which extends beyond the classroom and can be applied to the world around them.

How is your work assessed

Internal assessment:

- Assessed homework tasks.
- Assessments at the end of each topic.
- Mock exam at start of Summer Term Year 12 and the end of Spring Term Year 13.

External assessment:

Three exams at the end of Year 13 each counting for 33.3% of the total course:

- Philosophy of Religion (2 hours)
- Religion and Ethics (2 hours)
- Developments in Religious Thought (2 hours)

Progression to Further Education, Higher Education (University), Apprenticeship or Employment

The content and issues encountered on this course develop skills of investigation, critical analysis, evaluation, synthesis and essay writing. These are all key skills necessary for higher level thinking and future study.

For these reasons, a qualification in Philosophy and Ethics is held in high regard in Higher and Further Education establishments. These include the Russell group universities, to which many of our Philosophy and Ethics students have gone on to study.

A qualification at this level can be used as a successful step to a degree course and a wide range of careers, such as Law, Medicine, Care and Social Work, Journalism, the Civil Service and Teaching.

PHYSICS

Type of Qualification

A Level Physics

Course Content and Assessment

Year 1

- Module 1 – Development of practical skills in physics; students must complete a minimum of 12 practical activities to demonstrate practical Competence.
- Module 2 – Foundations of Physics; includes topics on physical quantities and units, scalars and vectors and measurements.
- Module 3 – Forces and motion; covers topics on motion, forces and energy.
- Module 4 – Electrons, waves and photons; Includes topics on electrical circuits, waves and quantum physics.

Year 2

- Module 5 – Newtonian world and astrophysics; with topics on thermal physics, circular motion, oscillations, stars and Cosmology.
- Module 6 – Particles and medical physics; covering electric and magnetic fields, fundamental particles, radioactivity and medical imaging.

How is your work assessed

The A Level course is assessed by 3 external exams at the end of year 2. These will cover the content from both year 1 and year 2. There is also a non-exam assessment. This consists of demonstrating practical competence in 12 activities that will be undertaken throughout the course. Students will receive a pass or fail for this component of the course.

Progression to Further Education, Higher Education (University), Apprenticeship or Employment

Most students who are successful at A Level Physics, go on to higher education. Physics is a useful A level for studying Physics, Maths and Engineering based degrees. Due to the problem solving and analytical skills developed during the course, Physics also supports Architecture, Law and Medical degrees.

Extra-Curricular Opportunities

We have links with the National Space Centre and Leicester and Loughborough universities. We also enter a team for the Engineering Education Scheme and these students typically study Physics at A Level. There is also the opportunity to visit CERN to learn in more detail about particle Physics. It is strongly recommended that students taking A level Physics also study A level Maths.

PSYCHOLOGY

Type of Qualification

A Level Psychology

Course Content and Assessment

Unit 1: Psychology Past to Present

We will look at the five psychological approaches including behaviorism, biological, psychodynamic, cognitive and positivism. We then explore classic pieces of research evidence and contemporary psychological debates such as “discuss the view in today’s society that the primary care giver does not always need to be the mother of the infant.”

Unit 2: Investigating behaviour

This unit focuses on research methods. You will explore how to conduct psychological investigations and carry out at least two pieces of your own research.

Examples are

- Exercise and well-being
- The chameleon effect
- A questionnaire on relationships.

The topics are set but the interpretation can be wide reaching.

Unit 3: Implications in the real world

Here we look at applications including Criminal Psychology, Addiction and Stress. We also explore controversies such as “Should animals be used in research in Psychology?”

How is your work assessed

Psychology is a linear course which means students will sit their A Level examinations at the end of year 2. Students are expected to conduct research in year 1 and 2. Although this does not contribute towards their final grade it does directly prepare them for the “investigating behaviour” examination.

Progression to Further Education, Higher Education (University), Apprenticeship or Employment

There are a range of courses available at university. Courses are very popular and can lead to a wide range of jobs. There are many different paths students follow including forensics, health, education, retail and marketing, social care and sport. Psychology is a useful subject to study if you are interested in doing any jobs which involve working with people.

Extra-Curricular Opportunities

Students have the opportunity to take part and organise a wide range of research projects and experiments. These are sometimes organised in conjunction with local Universities. Revision sessions take place regularly, particularly in preparation for exams.

SOCIOLOGY

Type of Qualification

A Level Sociology

Course Content and Assessment

In year 1 we look at how we become the people we are; what happens within our families, and how the education system shapes our attitudes and behaviours. We also look at research methods and the practical, ethical and theoretical issues associated with carrying out research in educational contexts.

In year 2, we seek to explain the social causes of crime from different theoretical perspectives, including Marxism, Functionalism and Postmodernism. We also examine the validity of official statistics; do they present us with the true picture of crime or do they simply tell us more about how the police and courts do their job? The role of the media is examined in contemporary society, including how they select and present the content of the news. Media representations of age, social class, ethnicity, gender, sexuality and disability will also be considered. Sociology is a subject that requires students to think critically of the social world, helping them to develop analytical and evaluative skills through discussion and debate. To support their arguments with examples students are required to pay close attention to current affairs. Sociology will open your eyes to the world around you, and help you to see it in a different light.

How is your work assessed

Three exams at the end of Year 13 for the A level qualification.

Progression to Further Education, Higher Education (University), Apprenticeship or Employment

Sociology is highly regarded by most universities, partly because of the range of skills it develops. Sociology requires enquiry skills, an ability to form a reasoned debate and the ability to 'read' and understand a wide range of data. It develops literacy skills and critical thinking skills through looking at competing theoretical perspectives. It is also highly valued by employers because it develops an understanding of the way people think and behave, which is useful in virtually every job/training role there is.

Extra-Curricular Opportunities

Students will take part in a range of different kinds of research activity, both in and out of school. There will also be the opportunity to attend Universities for taster lectures on Criminology.

SPORT

Qualification

Cambridge Technicals – *Extended Certificate – 1 A Level*

This course is mainly theory with some practical elements. Students should ideally have completed a GCSE Sport qualification.

Overview of subject

A qualification for learners with an interest in sport. The course can be taken in conjunction with other A Levels or as full time study.

Topics studied in the syllabus include

- Practical Sport
- Sports Coaching
- Body systems and the effects of exercise
- Nutrition and diet for sport and exercise
- The business of sport
- Sports injuries and rehabilitation
- Performance analysis in sport
- Sports organization and development

The course might be of interest to

If you love sport and would like to make a career of it – maybe as a sporting professional, teaching, coaching or working in the sports industry – then consider the Level 3 Cambridge Technical in sport. You will build the skills, knowledge and understanding of a wide range of sports and related topics, allowing both the continuation of study or skills for employment.

Potential future pathways

Universities accept the breadth of the qualification and it provides a platform into courses of various specialisms within sport. You will obtain a qualification that is relevant to the workplace and the course will allow you to gain experience leading/assisting various groups of learners both inside and outside of school.

SUPER & EXTRA-CURRICULAR

EXTEND YOUR KNOWLEDGE BEYOND THE CLASSROOM

SUPER CURRICULAR

Super curricular activities are those that extend your knowledge of the curriculum outside of the traditional learning environment. They take the subjects you study in the classroom beyond those which your teacher has taught you or what you've done for home learning. For example, you may go into more depth on something you picked up in the classroom or learn about a new topic altogether. The super curriculum encourages a love of learning and develops a thirst for knowledge. It allows you to make complex connections between aspects of your studied subjects and utilise your cultural capital to understand new areas. For example, your understanding of Tsarist Russia may provide further context to the development of the Imperial Russian Ballet in Dance history. Without this extra exposure to learning, we simply cannot fully understand our chosen course.

In the future, employers or universities will be interested to hear about what super curricular activities you have engaged in; they will be interested in what you have learnt.

EXTRA-CURRICULAR

We are very proud of the number of extra-curricular activities on offer. There really is something for everyone! Students have been known to set up and run their own societies such as Dance, Medical and Zoology as well as getting involved in other initiatives. These include: Gold Duke of Edinburgh Award, Academic ambassadors, reading schemes with primary schools, peer mentoring in Maths and English, music maestros, wellbeing ambassadors, student council, running for Head Student positions and our fantastic Performing Arts productions.



ADDITIONAL SUPPORT

SUPPORTING YOU THROUGH YOUR SIXTH FORM JOURNEY

Each student will have a tutor who they will meet on a daily basis. Tutors are the first line of support for each young person, helping them to settle into life at The Castle Rock Sixth Form and prepare them for their next steps. Students have access to a dedicated Student Support Officer where they can access mentoring, counselling, careers guidance, attendance support and health related support.

There is a dedicated resource base for students with Special Educational Needs and/or disabilities (SEND) which is staffed by a team of specialist practitioners. We are committed to working in partnership with our students and their families to develop a detailed understanding of how to provide the best support.

Our Pastoral Manager, Mrs Lofthouse is available throughout each school day for immediate support and guidance.

POST SIXTEEN BURSARY

We provide a bursary for young people in vulnerable groups as well as an enhanced discretionary bursary. Financial support can be used for travel, education resources and activities. Students will be required to provide evidence of status. This bursary is provided for young people who are:

- In care and care leavers.
- Receiving income support, or Universal Credit.
- Receiving Disability Living Allowance or Personal Independence Payments in their own right as well as Employment and Support Allowance or Universal Credit in their own right.

We also provide an enhanced discretionary bursary for young people who are; eligible for Free School Meals or eligible for Pupil Premium in Year 11.

These students will be awarded money to support travel, education resources and activities. Funds will be awarded on the basis of need and subject to students meeting the conditions of the Sixth Form study contract. Students will be required to provide evidence of status.

ADMISSIONS

APPLICATIONS WILL BE PROCESSED THROUGH PS16

HOW DO I APPLY?

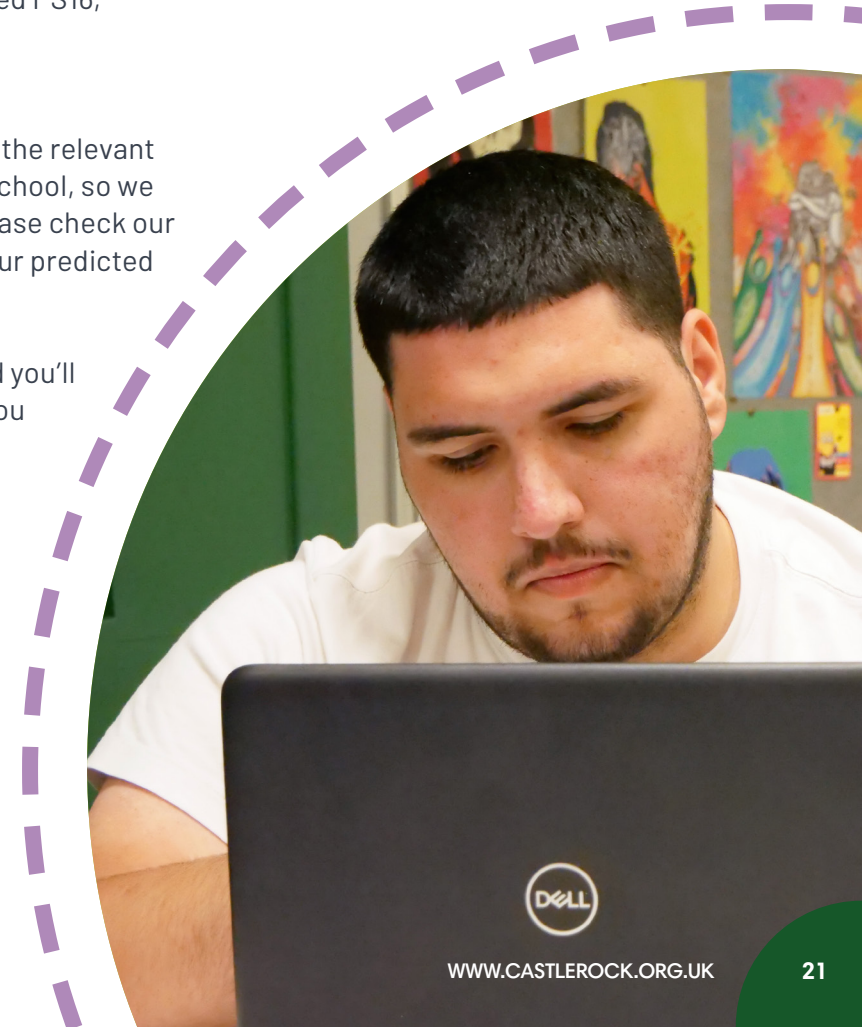
All Post-16 applications will need to be processed through an online system called PS16, which can be accessed via the following link:

www.ps16.co.uk

If you're applying independently, you will need to create an account and fill in all the relevant sections. You will also need to provide us with contact details for your current school, so we can obtain confirmation of your predicted grades. To avoid disappointment, please check our entry requirements to ensure you're applying for courses that fall in line with your predicted grades.

For an instant update on your application, please log into your PS16 account and you'll be provided with confirmation of the status of your application. If at any point you require further clarification, please contact us.

Mrs E Parker—Head of Sixth Form **emma.parker@castlerock.org.uk**



ALUMNI

THIS MAP SHOWS JUST A SELECTION OF THE WIDE RANGE OF UNIVERSITIES AND COURSES, WHERE OUR STUDENTS CONTINUED THEIR EDUCATION

BIMM INSTITUTE MANCHESTER

Music and Sound Production

LANCASTER UNIVERSITY

Computing
Fine Art
French Studies
Law with Criminology
Mathematics

UNIVERSITY OF LINCOLN

English
History
Psychology
Psychology
Sociology

UNIVERSITY OF NOTTINGHAM

Neuroscience

NOTTINGHAM TRENT UNIVERSITY

Animal Biology with FY
Forensic Science
Health and Social Care
History
Physics and Mathematics
Visual Effects Production Technology

UNIVERSITY OF DERBY

Computer Science
Forensic Psychology
Forensic Science with Criminology
Mechanical Engineering
Nursing (Child)
Psychology
Sport and Exercise Science

BANGOR UNIVERSITY

Psychology & Forensic Psychology

KEELE UNIVERSITY

Forensic Psychology

COVENTRY UNIVERSITY

Paramedic Science

BIRMINGHAM CITY UNIVERSITY

English Literature
Law with Criminal Justice
Popular Music
Psychology

UNIVERSITY OF BIRMINGHAM

Biochemistry with Professional Placement

UNIVERSITY OF NORTHAMPTON

Midwifery

GUILDFORD SCHOOL OF ACTING

Theatre Production

BOURNEMOUTH UNIVERSITY

Design Engineering

UNIVERSITY OF PLYMOUTH

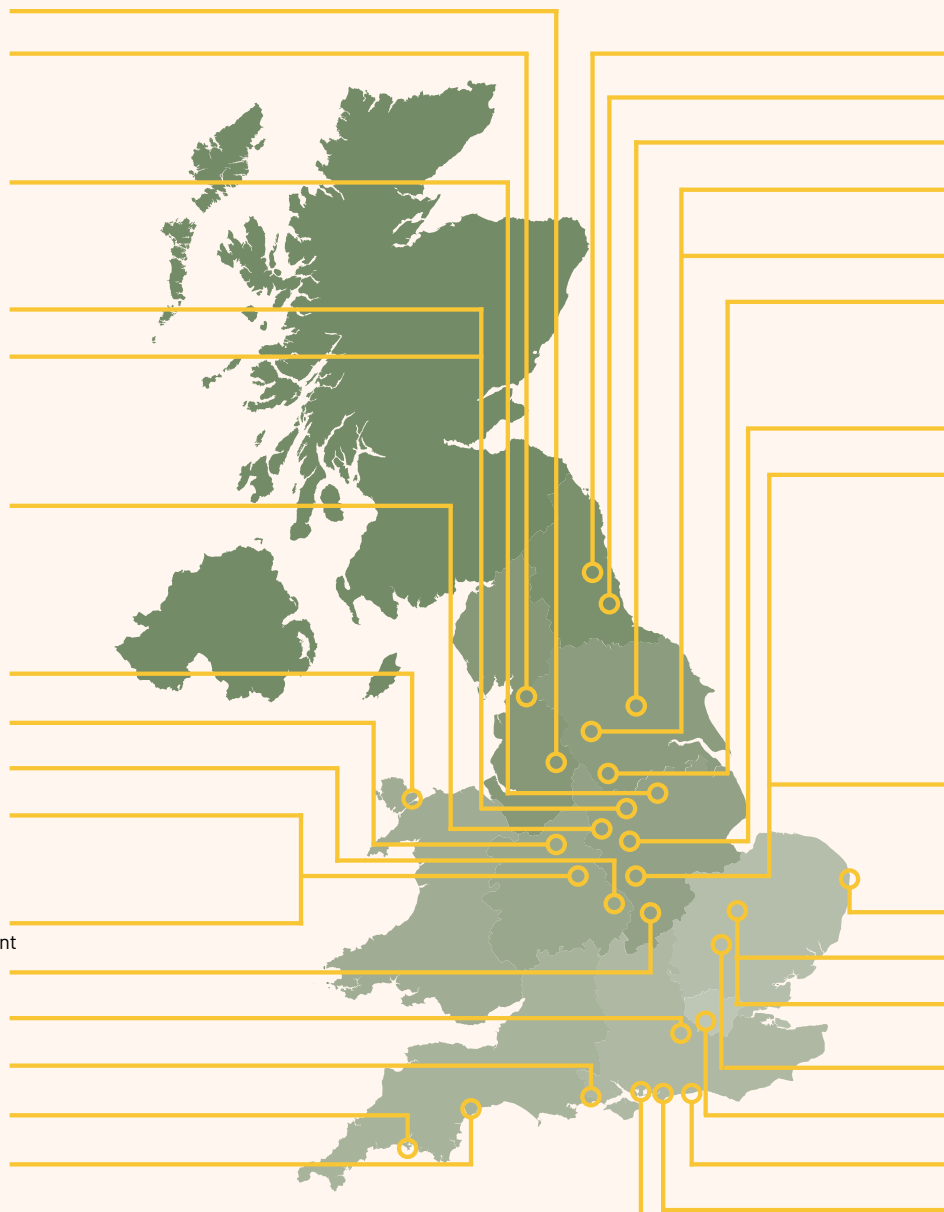
Marine Biology and Coastal Ecology

UNIVERSITY OF EXETER

English and Film & Television Studies

UNIVERSITY OF PORTSMOUTH

Biomedical Science



UNIVERSITY OF NEWCASTLE

Media, Communications and Cultural Studies

DURHAM UNIVERSITY

Biological Sciences

UNIVERSITY OF YORK

Biochemistry

LEEDS TRINITY UNIVERSITY

Criminology & Police Studies with Foundation Year
Primary Education (5-11 years) with QTS

UNIVERSITY OF LEEDS

Arts and Humanities (*Foundation Year - Liberal Arts progression*)

SHEFFIELD HALLAM UNIVERSITY

Ancient History and History
Engineering with Foundation Year
Fashion Management
Interior Architecture with Design
Midwifery with leadership

LOUGHBOROUGH UNIVERSITY

Chemical Engineering

DE MONTFORT UNIVERSITY

Arts and Humanities (*Foundation Year - Liberal Arts progression*)
Architecture

Computer Science

Criminology

Fashion Design

Forensic Science

Health & Wellbeing in Society

Marketing

Mechanical Engineering

Nursing (Adult)

Paramedic Science

Psychology

Psychology with Criminology

Social Work

UNIVERSITY OF LEICESTER

Ancient History and History

Archaeology

Engineering with Foundation Year

Midwifery with leadership

Physics with FY

UNIVERSITY OF EAST ANGLIA

English Literature

ANGLIA RUSKIN UNIVERSITY

Musical Theatre

UNIVERSITY OF CAMBRIDGE

Mechanical Engineering

Medicine

EMIL DALE ACADEMY

Musical Theatre Performance

KINGSTON UNIVERSITY

Psychology including Foundation Year

UNIVERSITY OF BRIGHTON

Biomedical Science

UNIVERSITY OF CHICHESTER

Physical Education and Sports Coaching

PARTNERSHIPS

OUR PARTNERSHIPS GIVE OUR STUDENTS ACCESS TO THE MOST EXCLUSIVE OPPORTUNITIES.

Our targeted programmes to guide students through the UCAS process start from as early as Year 12, helping students make the best possible application. We have a range of pathways, including tailored support for students wishing to apply for medicine, dentistry and care sectors with our Medical Society. Oxbridge and Russell Group university applicants are supported with the intensive application and interview process.

Our UCAS team supports students with personal statements, references, interview preparation and application support.

Students who decide to enter other training packages, including apprenticeships and employment opportunities, benefit from our Level 6 and 7 career advisors. They deliver a one-to-one service and provide a range of services that will benefit students considering these pathways. The Sixth Form team organise work experience opportunities, careers fairs, along with application and interview support.

In Year 12, all students benefit from a week's work experience. This will give our students a taste of the world of work and build on their applications to universities, apprenticeships and employment opportunities.

Our partnership with local Universities is strong and we continue to work closely with them throughout the two years of Level 3 study. In addition to this, we work closely with The ASK Programme who support apprenticeships and employment.

Each year, we have a number of students who access Higher Education programmes. These subject specific programmes allow students to experience this level of education as well as often being given reduced offers to top universities. These include:

- Pathways to Law
- Pathways to Medicine
- Pathways to Engineering
- Pathways to Consulting
- Pathways to Banking and Finance
- Sutton Trust programmes
- Summer schools with Russell Group Universities



UNIVERSITY OF
LEICESTER



**DE MONTFORT
UNIVERSITY
LEICESTER**



STUDENT PLEDGE

AT THE CASTLE ROCK SIXTH FORM, WE ASK THAT ALL STUDENTS ADOPT THIS PLEDGE



Working hard to acquire knowledge of the world, gain necessary skills and engage in a range of experiences; will allow me to find my true, full potential.



Taking personal responsibility for my learning will help build resilience and confidence.



Persevering with academic challenges will grow my mind and curiosity.



Persevering with personal and interpersonal challenges, by **being kind and respectful** to myself and others, will develop my independence and sense of self.



As a result of this.....
I will find my passion. I will fulfill my dreams.
I will find my future.

**“WE ENJOY OUR
LESSONS AND OUR
TEACHER IS ALWAYS
THERE TO LISTEN TO
OUR CONCERNS.”**

JAMES

OUR TRUST

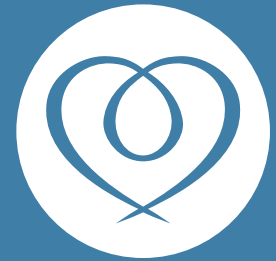
THE LIONHEART EDUCATIONAL TRUST WAS FOUNDED IN APRIL 2014 IN ORDER TO ESTABLISH A FOUNDATION FOR THE IMPROVEMENT AND ENHANCEMENT OF EDUCATIONAL PROVISION IN THE EAST MIDLANDS.

Our aim is to provide a range of educational experiences that are challenging, equitable, enjoyable and are able to break down any barriers so that all can succeed. This involves seeking to create lifelong learners and offer outstanding provision for our 4-19 year olds.

Our educational mission is simple; any young person from any background deserves an equal chance to be successful in whatever they choose to do. The Lionheart Educational Trust is committed to supporting young people to open doors to their futures and to feel confident that they can thrive in a competitive and ever-changing world.

We pledge this commitment through limitless enthusiasm and optimism to provide a platform for each young person's light to shine brightly. To fulfil our pledge, we commit to the 3 Ps: Pupil Centred, Positive and Professional. We know that promoting this positive and proactive approach that celebrates success unites school communities and breaks down barriers to learning.

As our journey continues, we believe that it is our moral imperative to continue to work closely with a range of educational providers so that as many young people can benefit from the high educational standards we set ourselves. For more information, please visit our Trust website at www.lionhearttrust.org.uk



LIONHEART
EDUCATIONAL
TRUST



THE CASTLE ROCK SCHOOL

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**THE CASTLE ROCK
SCHOOL**



**LIONHEART
EDUCATIONAL
TRUST**