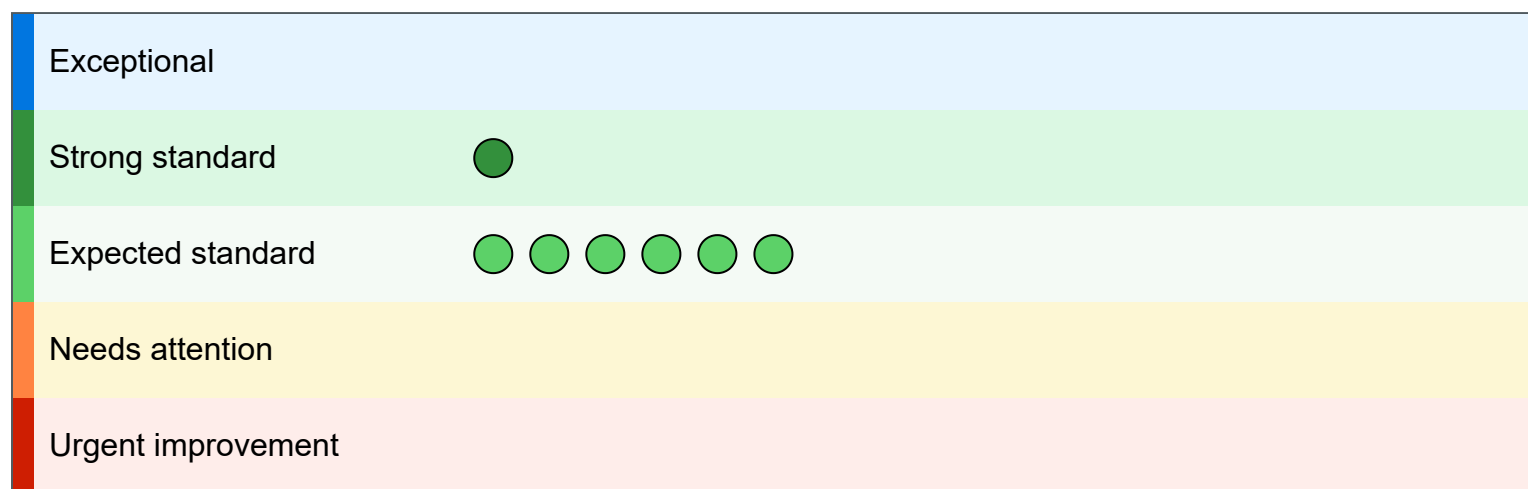


The Castle Rock School

Address: Meadow Lane, Coalville, Leicestershire, LE67 4BR

Unique reference number (URN): 138478

Inspection report: 13 January 2026



✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Leadership and governance

Strong standard ●

The school has been on a rapid journey of improvement since it joined the Lionheart Educational Trust. Leaders clearly know the strengths of the school and take a highly strategic and effective approach to improvement. They identify the right priorities and work towards achieving the best possible outcomes and experiences for pupils. For example, leaders' focus on developing a purposeful, calm culture and improving attendance has had a significant positive impact on pupils wanting to be at school. Leaders demonstrate consistently high standards of principled and professional conduct. They have created a culture of high expectations. They act in the best interests of all pupils as they work towards the school's ambitious vision for pupils to flourish.

Those responsible for governance know the school well. They are knowledgeable about their statutory duties and carry them out effectively. They assure themselves that school leaders have an accurate understanding of the school's context and use resources effectively. They support and challenge the school leaders effectively. They are fully aware of the quality and impact of different aspects of the school's work. The trust's systems for monitoring the quality of the school's work inform continuous improvement.

Staff appreciate leaders' efforts to promote their wellbeing and ensure their workload is manageable. Many comment that they appreciate being involved in decisions that impact on their work. Staff are proud to work at the school.

Leaders have developed a highly effective culture of professional development by providing staff with high-quality, evidence-informed training opportunities. Staff, including those new to teaching, appreciate the opportunities they have to work with other professionals across the trust to build their expertise and hone their craft.

Expected standard ●

Achievement

Expected standard ●

As pupils progress through the school, they develop the knowledge and skills they need to be successful across the subjects they study. For example, the work pupils produce in mathematics shows that they are learning the knowledge that they need to become skilful mathematicians. Pupils speak about what they are learning with increasing confidence.

Generally, pupils achieve in line with the national averages in GCSE exams. The progress pupils make, from when they start at school to when they finish, has improved year on year. Although outcomes for disadvantaged pupils remain behind their non-disadvantaged peers, they make secure progress across the curriculum. Pupils with special educational needs and/or disabilities make progress from their starting points. Pupils are generally well prepared for their next steps. Many successfully continue their studies or take up training or

employment after finishing school. A number of post-16 students go on to study a variety of ambitious courses at university.

Attendance and behaviour

Expected standard 

Leaders work closely with families to remove any barriers to attendance. They ensure that pupils want to attend the school. For example, they have provided free cooking lessons and book clubs for families to build rapport and trust with the school. Leaders' careful monitoring of daily attendance has led to effective targeted intervention to address any non-attendance swiftly. As a result, all groups of pupils have improved their attendance, and the school's overall attendance is above national levels.

Leaders know and understand their pupils and the context of the community the school serves. The school's high expectations for behaviour are communicated to staff, parents and pupils effectively. Pupils respond well to these expectations, and as a result, the school has a calm, orderly and positive environment. Pupils are considerate of each other during breaktime and lunchtime. They conduct themselves sensibly when moving around the school. Staff promote good attitudes to learning using the school's acronyms, displayed in each class to remind pupils of their expectations. There are positive relationships between staff and pupils. Staff apply the school's behaviour policy effectively, ensuring that routines and procedures provide the consistency pupils need. Staff ensure that any incidents of discrimination or bullying are dealt with quickly and effectively.

Curriculum and teaching

Expected standard 

Leaders have implemented an ambitious, broad and balanced curriculum. Pupils build their knowledge and skills in a logical way. This prepares them well for future learning. Leaders have ensured that reading is prioritised so that pupils secure the knowledge and skills they need to be confident readers. There are many opportunities provided for pupils to expand their love of reading. The school's focus on writing is evident in the high-quality written work pupils produce.

Teachers use their secure subject knowledge to provide engaging lessons for pupils. The start of lessons is used effectively to help pupils to remember prior learning. Teachers ensure that any gaps in pupils' knowledge are identified and are tackled quickly and effectively. Teachers use effective techniques to clarify how well pupils understand learning before moving on to new concepts.

Leaders have a clear understanding of how well the curriculum is delivered. They are aware that pupils do not consistently receive the same high-quality teaching in lessons across the school. They work with teachers to make appropriate tweaks and changes to ensure that the curriculum meets the needs of each group of pupils. Extra support helps those pupils who need it to secure their early reading, writing and mathematics knowledge and skills.

Inclusion

Expected standard 

Staff identify the needs of disadvantaged pupils quickly and accurately. Leaders ensure that staff understand the range of barriers and issues that pupils face. Teachers receive the

information they need to support pupils' needs appropriately in lessons through the 'pupil passport'. Well-considered provision is in place to support pupils' wellbeing. The pastoral team reviews this support to ensure that it continues to meet any changing or additional needs pupils may have.

Early intervention from pastoral mentors has increasingly led to pupils feeling more settled at school. The additional funding is used effectively to provide resources for pupils and reduce any barriers to their learning and attendance. The school works effectively with a range of agencies in the local area to ensure that pupils are well cared for. Leaders carefully consider the use of high-quality alternative provision for a small number of pupils who need this support.

Pupils who may have barriers to learning, including those with special educational needs and/or disabilities, benefit from inclusive teaching. Staff implement the high-quality training they receive from the school and use advice from leaders when planning and delivering lessons. Leaders involve parents and pupils, taking into account their views when putting together the support for each child. If these pupils fall behind their peers, they are supported to catch up in small groups with skilled staff.

Personal development and wellbeing

Expected standard 

Leaders have constructed a well-planned, age-appropriate personal development programme. This provides pupils with valuable life experiences. Leaders have worked with local agencies to shape the content of lessons and assemblies so that pupils learn about relevant issues in their community. Pupils understand a range of religions and respect cultural differences. Many pupils demonstrate a clear understanding of equality and discrimination and say that they feel confident being themselves. However, when it comes to fundamental British values, pupils' knowledge is not secure. As a result, pupils, including sixth-form students, are less confident in understanding how these values shape life in modern society or why they are important.

The personal, social and health education curriculum is well considered, meets statutory requirements and prepares pupils well for life beyond school. Pupils understand online and offline risks. They know how to keep themselves safe and healthy, including their mental health. Pupils have an understanding of healthy relationships. They are able to give examples of unhealthy scenarios in relationships.

The careers provision prepares pupils well for their next steps. Vulnerable pupils are prioritised for advice and guidance. They benefit from supported college visits and lessons on money management, which helps to prepare them for adult life. Pupils in Year 11 talk about visits to local industries and how these expose them to a range of job prospects.

The pastoral support the school provides is well matched to the needs of pupils. Staff know those pupils who need additional support and check in with them at the start of the day to help them start on a positive note. The pastoral team reviews and adjusts the support pupils receive based on their individual circumstances.

All pupils have access to extra-curricular activities. Leaders remove any barriers that disadvantaged pupils have to ensure that they make full use of these opportunities. Pupils'

interests and talents are identified and nurtured through the range of lunchtime and after-school sporting, artistic and creative clubs.

Post 16 provision

Expected standard 

The curriculum is coherently planned and sequenced so that knowledge builds over time. It has been designed to meet students' academic needs and career aspirations and takes into account the school's context. For example, there is a wide range of A-level and other technical and applied qualifications available to students. Teachers have expert knowledge of the subjects they teach. Leaders have a secure understanding of the quality of the curriculum and teaching across the post-16 provision and assure themselves that it is being delivered well.

Students' progress from their starting points is reflected in the responses they give and the work they produce, which is often of a high quality. As a result, they achieve in line with national averages in national tests and examinations.

Work-related learning and careers education are well planned and relevant. Students benefit from opportunities to learn from employers about the skills that are valued in the workplace. Leaders ensure there are wider opportunities that allow students to volunteer, take part in charitable work and join programmes such as the Duke of Edinburgh's Award. However, this offer could be strengthened further. This would help students to further develop their confidence and personal skills. Generally, students are ready for the next stage of their education, employment or training. For example, many progress on to ambitious courses at university.

What it's like to be a pupil at this school

Pupils experience a calm, purposeful and welcoming environment. They are well known and cared for by staff. The comprehensive pastoral support the school provides helps pupils to feel understood, valued and included.

Many pupils are happy at school and, as a result, attend well. They are kept safe and are warmly welcomed by committed staff who they respect. Staff model the values and behaviour they expect pupils to show. Pupils respond by being polite and respectful towards each other. Bullying is rare, and pupils are confident that staff will sort out any problems or concerns they may have. Pupils' conduct around the school is generally mature and orderly. Students in the sixth form have positive relationships with staff and their peers, reflecting the positive culture of the school.

Pupils are engaged in their lessons and make secure progress in their learning. Teachers know pupils' starting points and structure learning carefully to build understanding of the subjects they study. As a result, pupils typically achieve in line with national expectations and are well prepared for their next steps in education.

Staff know about pupils' individual circumstances and any challenges they face, so they can support them in lessons. Effective provision is made to address these barriers and meet

pupils' needs well. This enables pupils to feel part of the day-to-day life of the school. The support for families that the school provides means that many parents and carers are positive about the school. One parent, summing up the views of others, said, 'It's exciting being part of Castle Rock at the moment!'

The personal development programme helps pupils' understanding of difference and gives them the confidence to be themselves. Pupils have access to opportunities, experiences and clubs that develop their talents and interests. They value these and make use of what is available.

Next steps

- Leaders should continue to embed their plans to share good practice from subject areas and ensure that high-quality teaching across all subjects and in all year groups leads to increasing pupil achievement.
 - Leaders should strengthen the personal development offer by ensuring that all pupils, including students in the sixth form, deepen their understanding of fundamental British values.
-

About this inspection

This school is part of Lionheart Educational Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Kath Kelly, and overseen by a board of trustees, chaired by Byron Chatburn.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the principal as well as other members of the extended senior leadership team and the special educational needs coordinator. They also spoke to the CEO, the vice chair of trustees and a representative of the governing body during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of 5 unregistered alternative provisions.

Principal: Roma Dhameja

Lead inspector:

Dave Gilkerson, His Majesty's Inspector

Team inspectors:

Alexandra Jane Burton, Ofsted Inspector

Alison Davies, Ofsted Inspector

Shazia Lydon, Ofsted Inspector

Nik Patel, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 13 January 2026

School and pupil context**Total pupils**

1,129

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,522

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,152

Pupils eligible for free school meals (FSM)

25.21%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

1.51%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

17.71%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	37.3%	45.2%	Close to average
2023/24 (final)	41.9%	45.9%	Close to average
2022/23 (final)	32.8%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	42.5	45.9	Close to average
2023/24 (final)	42.0	45.9	Close to average
2022/23 (final)	38.6	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.38	-0.03	Below
2022/23 (final)	-0.78	-0.03	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	15.5%	25.6%	Below
2023/24 (final)	27.5%	25.8%	Close to average
2022/23 (final)	16.7%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	30.1	34.9	Close to average
2023/24 (final)	32.8	34.6	Close to average
2022/23 (final)	28.0	35.0	Below

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.96	-0.57	Below
2022/23 (final)	-1.27	-0.57	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	15.5%	52.8%	-37.3 pp
2023/24 (final)	27.5%	53.1%	-25.6 pp
2022/23 (final)	16.7%	52.4%	-35.8 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	30.1	50.3	-20.2

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	32.8	50.0	-17.2
2022/23 (final)	28.0	50.3	-22.3

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.96	0.16	-1.12
2022/23 (final)	-1.27	0.17	-1.43

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	92%	91%	Average
2022 leavers (revised)	93%	93%	Average
2021 leavers (revised)	92%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (provisional)	R	R	R
2023/24 (final)	25.78	34.38	Below
2022/23 (final)	21.59	34.16	Below

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (provisional)	R	R	R
2023/24 (revised)	0.0	0.0	Close to average

The Key Stage 5 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. 'R' in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	10.0%	8.1%	Above
2023/24 (3 term)	10.8%	8.9%	Above
2022/23 (3 term)	10.0%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	25.7%	21.9%	Close to average
2023/24 (3 term)	30.2%	25.6%	Above
2022/23 (3 term)	28.6%	26.5%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

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