



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

BELLERIVE FCJ CATHOLIC COLLEGE

LIVERPOOL

Inspection Date	Tuesday 20 June 2017
Inspectors	Deacon Paul Mannings and Mrs Barbara Melia
Unique Reference Number	104709
Inspection carried out under Section 48 of the Education Acts 2005 and 2011	

Type of School	Catholic girls' voluntary academy, with boys admitted to the Sixth Form
Age range of pupils	11-18
Number on roll	852
Chair of Governors	Mrs Pamela Thornton
Headteacher	Sr. Brigid Halligan FCJ
School address	1 Aigburth Drive Liverpool L17 3AA
Telephone number	0151 727 2064
E-mail address	contactus@bellerivefcj.org
Date of last inspection	20 June 2012

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- Bellerive FCJ is a Catholic 11-18, voluntary academy for girls, with boys admitted to the Sixth Form.
- The school is under the trusteeship of the Sisters Faithful Companions of Jesus.
- There are 852 pupils on roll of whom 81.02% are baptised Catholics, with 3.02% from other Christian denominations and 9.03% from other world faith or religious traditions.
- Pupils are drawn from Catholic primary schools throughout Liverpool and several neighbouring education authorities.
- The school has 64 teaching staff, 64% of whom are Catholic.
- The Religious Education department has six qualified members of staff.
- The head of department was appointed for September 2016.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Overall effectiveness:

Bellerive FCJ provides outstanding Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic Life of the school.

- The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils understand how *FCJ Vision and Values* uphold the Mission Statement's commitment, "To help everyone within a caring community to grow in faith."
- This is because the same vision and values are made explicit in lessons and through a school focus on living faith by action.
- Pupils fully appreciate the presence and work of the lay chaplain because they are included in many chaplaincy activities. The lay-chaplain provides a listening ear, positive personal challenges and a spirit of encouragement.
- Pupils cite a range of extra-curricular gatherings which provide forums for organising action in the community for the wellbeing of others. This results in much fund-raising, together with practical support for the common good.
- According to the pupils it is the example of staff that influences their commitment to work hard and to live by right example.
- Pupils feel safe and secure because the pastoral system is caring, inclusive and just.
- They belong and want to be here. They are confident that their educational needs are met and personal potential fully explored. Pupils are confident to be themselves. They are secure in their praise and celebration of the achievements of others.
- They are proud of their campus in terms of its traditions, appearance and spirit of continued physical development.
- Pupils are conscious of the network of FCJ schools and their shared ideals. They appreciate how school is a catalyst toward shared partnership with home and parish.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils show outstanding levels of achievement and attainment in Religious Education. Their enjoyment of the subject is outstanding.
- They are set challenging targets in class. Whilst these targets are realistic, teachers also skilfully include extension tasks designed to enable pupils to aspire to the higher levels.
- The whole rigour of targeted methodology has ensured efficient identification of individual needs and subsequent action plans.
- Pupils know how to succeed because they are included in their learning. They are motivated by structure and effective use of time. This promotes their sense of purpose and a willingness to be in lessons.
- Provision for differentiation includes effective deployment of classroom assistance as appropriate. There are graded tasks for all pupils. Inclusive teaching styles encourage pupils to have confidence in sharing their learning outcomes and learning from positively from mistakes.
- Marking and annotation of pupils' work provides clear evidence of pupils' skills development, together with objective guidance about how to improve. Activities are closely tailored to the capabilities of all pupils. Their achievements and efforts are highlighted.

- Consequently, pupils are making progress in terms of measured performance. The majority are making at least three levels of progress. Since the last inspection GCSE results have remained at or slightly above than the national average for A*-C with the 2016 cohort achieving a rise of 10% on previous years. This rate of progress takes account of the wide range of starting points of pupils in Year 7 and the fact that by Year 11 most of the cohort are entered for GCSE.
- At A level results have been below the target set in recent years. However, this inspection judgement takes full account of the robust assessment and tracking process now firmly in place. It is wholly accurate and driving secure and significantly improving rates of attainment.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- Many are confident to participate and to lead. Others prefer the option of being part of the worshipping community and participating as and when they want to.
- Pupils find Collective Worship helpful because the content encourages them to share their feelings. They regularly consider the impact of world events. Pupils value form time as occasions when they can discuss these events as a class and consider solutions.
- They benefit from time set aside for personal stillness and for reflection. This includes the availability of the Chapel. These are occasions when they can quietly get their day in order and place life's events into perspective.
- The inspection day included some of the finest examples of best practice. Pupils are obviously well used to gathering and departing in silence. They are practised in reading aloud. They are confident in expressing their beliefs and world views. They listen to each other and offer support through feedback.
- The weekly themes challenge pupils to discuss ways they can contribute in making a difference to the world. Indeed, Collective Worship is the starting point for so much of their social interaction and community outreach.
- Pupils understand that prayer and worship is not limited to their school environment. They understand that retreat opportunities add dimensions of community interaction that can enrich their whole spiritual development.
- Formal and personal prayer are meaningful experiences for pupils. They appreciate the whole varied and creative expression of prayer, which in their judgement has something for everyone.

The quality of teaching and how purposeful learning is in Religious Education

- On the day of inspection, the quality of teaching and purposeful learning in Religious Education was outstanding overall and at least good.
- Teachers have excellent subject knowledge. Planning is thorough. Pupils prior learning informs development Starters, main tasks and plenaries are robust and creative. Learning objectives and outcomes are shared.
- Teachers organisation of materials in advance, ensure that pupils are busy from the beginning of lessons. There is well practised self-starting. Every minute of every lesson counts.
- There is a balanced delivery of knowledge based learning, which is accompanied by tasks that promote thorough understanding.
- There is first class rapport between teachers and pupils. This ensures the atmosphere in class is stimulating and purposeful.

- Pupils experience a wide breadth of learning styles. They are supportive of each other during group activities. When studying independently they are confident to work alone, ably supported by study guidelines.
- Quality monitoring ensures overall production and progress, with all pupils remaining on task. It was interesting to note the high standard of discussion that took place between pupils, which showed keen interest and application.
- Teachers regularly gather pupils to share progress and to promote effective development.
- Pupils are keen to show the extent of their learning and to assist others. They readily suggest next stages of progress. They are encouraged to think and to offer their own opinions and judgements so encouraging greater levels of personal confidence.
- Quality homework and preparation ensures thorough evaluation of class work and sets the context for the next stages of learning.

The extent to which the Religious Education Curriculum promotes pupils learning

- The extent to which the Religious Education curriculum promotes pupils learning is outstanding.
- The content fulfils the requirements of the Bishops Directory and the Archdiocese.
- *People of God – Called to Serve* is in use in Years 7-9.
- The 2018 GCSE specification includes Catholic Belief and Practice, with Judaism as the second religion.
- In the Sixth Form, there is an established and popular A Level course. All students undertake the validated course in General Religious Education.
- All programmes of study have been significantly updated to reflect continually rising standards and depth of content. They include a lesson by lesson approach with the whole content available on the department's shared drive. This encourages staff to contribute their own expertise. The system also enables efficient modification of materials as required.
- Scripture and Catholic Teaching is accurate and clear.
- British Values are implicit and founded upon Gospel Values.
- Other world faiths and religions include Judaism, Hinduism and Islam. These are implicit within the programmes of study.
- Meaningful reflection and evaluation takes place in class. This ensures that content is well related to pupils' everyday lives and for the skills required in GCSE and beyond.
- There is generous extra-curricular time for revision sessions, which includes time at weekends.
- The process for assessment is thorough and efficient. It includes the required levels of attainment during the current period of reform.
- Classrooms are conducive to work because they are well appointed and orderly, with resources to hand. There is quality display of work by pupils and teachers.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- This is because Collective Worship is rightly understood to be an essential component of Catholic Life. Its provision is actively shared between pupils and staff, with all invited to make their own creative contributions.
- This is the reason why pupils respond so positively. The quality of outcomes already stated bear testimony to the regular training and practice opportunities open to pupils and staff. Collective Worship is prayer and not show.

- Themes are precisely linked to the Liturgical Year. They are enriched by inclusion of the *FCJ Examen* which is a vital expression of Catholic Life which reinforces the school's charism. These themes embrace other world faiths and religions. They are efficiently shared amongst staff and can be adapted according to need and occasion.
- The structure of provision includes daily form time prayer and weekly gatherings of year groups. Staff share prayer both at meetings and at the start of lessons. There are frequent celebrations of Mass, together with other liturgical services. There is a cross curricular dimension that includes vital contributions from Drama and Music.
- Prayer and Worship continues to outreach to wider Archdiocesan celebrations including planning the Liverpool schools' Mass to celebrate the end of year 7. The school is a regular provider of music and singing for Cathedral and for the Thanksgiving Mass for Archdiocesan School Staff.
- Monitoring is efficient and inclusive of school leadership. There is thorough evaluation that highlights best practice and informs training needs.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting and developing the Catholic Life of the school and show the same degree of understanding of and commitment to the Mission of the Church. This is clearly expressed within the Section 48 Self Evaluation Document and the School Improvement Plan.
- They are to be commended for their continuous faith-filled support and encouragement.
- Lay chaplaincy at this school is accurately described as, "Low key but massive in involvement." There is a specific focus on facilitation of actions for the needs of individuals, the welfare of others and both the maintenance and further development of school links with parish communities. The Auxiliary Bishop and a local priest (who is also Director of Vocations) both maintain consistent contact, providing both practical and sacramental support. The FCJ presence on the staff adds its own unique spiritual dimension.
- Catholic Life is stewarded inclusively by the whole community. All departments have identified how they can and do contribute to the Mission through living FCJ vision and values. Interview processes express specific expectations for contributing to Catholic Life. In the wider sense, pupils' families sign a declaration indicating their understanding of how they can support and become involved in Catholic Life.
- Outcomes from professional surveys shows significantly high levels of support from parents, staff and pupils with regard to fruitful community spirit, the enriched development of moral values and the robust promotion of racial harmony.
- At Bellerive, Catholic Life is specifically about education and formation in the Faith and ensuring its prominence; and as much about being an inclusive and wholly supportive community for each member.
- The headteacher whilst acknowledging the extremely high rate of successful Catholic Life, gently states that, "All the ingredients are in place to make this school grow even better."

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Governors, managers and curriculum leadership provides outstanding monitoring and evaluation of Religious Education. Their commitment to Religious Education as key to Catholic Life is commendable. This is expressed by their thorough engagement, challenge and the securing of quality departmental staffing, together with generous budgeting.
- The content of the Section 48 Self Evaluation Document is prioritised and clearly informs departmental development. It remains (rightly) a work in progress and entirely fit for purpose.
- Departmental leadership and management is outstanding. There is a thorough focus on quality assurance.
- Continued successful raising of GCSE and A level examination performance and the closing of any achievement gaps remain the priority. In both areas evidences high rates of progress are being made.
- Areas for improvement identified in the last inspection and subsequent monitoring have been addressed. In the main these included continued focus and further enrichment of areas already identified as outstanding.
- Data reliably informs pupil intervention strategies to inform their progress.
- Best practice in teaching and learning is shared. There is regular monitoring and standardisation of marking and assessment.
- Regular departmental meetings are constructive and focussed on outcomes.
- There is a comprehensive programme of continued professional development which includes Archdiocesan training.
- Members of the department are of high calibre professionally and creatively, each offering their own unique contributions whilst working pastorally and productively as a team. This is in every sense a confident and self- starting department.
- Consequently, Religious Education at Bellerive continues to flourish.

What the school needs to do to improve further:

- Continue the outstanding rate of development by:
 - Continuing to ensure the Section 48 Self Evaluation document remains concise, practical and well referenced to other departmental supporting documents;
 - Ensuring that all areas identified for improvement are undertaken with the existing rate of efficiency.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	1
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	1
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate