



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

BELLERIVE FCJ CATHOLIC COLLEGE

LIVERPOOL

Inspection Date Wednesday 20 June 2012

Inspectors Dcn. Paul Mannings Mrs. Barbara Melia

Unique Reference Number 104709

Inspection carried out under Section 48 of the Education Act 2005

Type of School Catholic voluntary academy for girls,
comprehensive (with a mixed Sixth Form)

Age range of pupils 11-18

Number on roll 894

Chair of Governors Mrs Pamela Thornton

Headteacher Sr. Brigid Halligan FCJ

School address Windermere Terrace
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Date of last inspection 8-9 November 2007

Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

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 the school

Bellerive FCJ is a Catholic voluntary academy for girls, comprehensive with a mixed Sixth Form. The college is within the Liverpool authority and under the trusteeship of the Sisters Faithful Companions of Jesus. The college received academy status on 1 June 2012. There are 894 pupils on roll, drawn from primary schools within the local pastoral area and across the city. The percentage of baptised Catholics in Years 7-11 is 90.2% with 88.5% overall in Years 7-13. There are 3.5% from other Christian denominations, with 2% from other world faith or religious traditions. There are 63 teachers of whom 65% are Catholic. The Religious Education department has five full-time staff. All are qualified in Religious Education. Currently there is an acting subject leader.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Inspection Judgements

Overall effectiveness:

How effective the school is in providing Catholic Education

1

The school's capacity for sustained improvement

1

Main Findings:-

Bellerive FCJ is an outstanding Catholic College committed to its vision of 'personal and academic excellence.'

Outcomes for individuals and groups of pupils are outstanding. This is evident in standards of attainment, achievement, learning and progress in Religious Education. The extent to which pupils contribute to and benefit from the Catholic Life of the college is outstanding. They make an outstanding response to and participation in Collective Worship.

Provision for Catholic Education is outstanding. This is clear from the quality of teaching, purposeful learning, assessment and the curriculum. The quality of Collective Worship is outstanding.

There is outstanding leadership and management of the development of the Catholic Life of the college provided by leaders, managers and governors. Leadership and management of Religious Education is outstanding. There is outstanding promotion of community cohesion.

The college's capacity for sustained improvement is outstanding. Development strategies are structured, concise and challenging. Effective use has been made of an external marketing process to review performance. This indicated outstanding parent and pupil support for Catholic Life and Religious Education. This is borne out by college documented evidence of progress, development and practical realisation.

What the school needs to do to improve further

- Continue to develop the outstanding practices already evident in Catholic Life and Religious Education through:
 - Regular monitoring and review of the Section 48 Self Evaluation Document in conjunction with the departmental Five Year Development Plan and College Development Priorities.

How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is outstanding. At the end of Key Stage 3 the majority achieve at least Level 5 with a significant number either reaching or working within Level 6. Consequently the baseline is set for continued progress in Key Stage 4. This is reflected in performance at the end of Year 11 with GCSE results well above the national average in 2009, 2010 and only slightly below in 2011. In 2011 18.24% achieved A*-A which approaches double the national figure when considered alongside the

percentage of the total cohort. For grades A*-C the achievement rate of 61.37% is almost triple the national figure, again when compared to the percentage of the total cohort. Overall 94.5 % of the 2011 cohort achieved A*-G. The small number of pupils not successful in the full course achieved passes at the end of Year 10, thereby each gaining a half GCSE. Overall this ranks Key Stage 4 performance at GCSE as second highest in the college and outstanding compared with national data. In the Sixth Form results for the small AS/A2 cohort have continued to rise. Figures for 2011 indicate a maintained 100% pass rate with six out of nine entries meeting or exceeding target grades. In the same time-frame, results for the accredited general course show significant increases in both Level 2 and Level 3. Achievement in each Key Stage and in the Sixth Form is consistent with attainment in class. Pupils are motivated to attain generally above average in relation to their age, stage and starting points. This is underpinned through learning and teaching that challenges their pursuit of knowledge, understanding and ability to reflect on meaning.

The quality of pupils' learning and their progress in Religious Education is outstanding. They are encouraged to be self-starters and to maximise each learning opportunity. Both independent and shared learning experiences are matched to differentiated needs. There is clear challenge through progression routes that provide pupils with confidence to remain focused and on task. They seek support when necessary. Pupils are keen to demonstrate knowledge and understanding through informed questioning and answers. They are confident to discuss outcomes. Learning is supported by opportunities for reflection. Systems for tracking and assessment encourage pupils' participation in learning and their contribution to setting targets. Quality learning is enriched by outstanding behaviour. Pupils have great respect for Religious Education. They endorse its relevance and rigour.

The extent to which pupils contribute to and benefit from the Catholic life of the college is outstanding. They understand its mission and vision. They provide examples of how they contribute to its fulfilment through college, diocesan, national and global involvement. They are proud of the Catholicity of the college. Pupils speak about its history of ministry to themselves and others. They know well the levels of contribution expected from them. Those of other faiths and religions feel well supported and included. Others with no faith or religion regard Catholic Life as supportive of their own world views especially toward the well-being of others. In Religious Education pupils clearly articulate the relevance of its content to their personal lives and interaction with contemporary society. Their attitudes and actions demonstrate mature levels of spiritual and moral development.

Pupils' response to and participation in Collective Worship is outstanding. They participate well both individually and collectively. Pupils value opportunities for practical involvement. Many value the quality of occasions for stillness and personal reflection. They are appreciative of the retreat programme as a support to their prayer lives. Pupils understand the Liturgical Year and regard the celebratory aspects of Easter and Christmas as particular strengths. They are clear about the contribution of Collective Worship to their own spiritual and moral development. They understand its relevance to the needs and benefits of society.

How good outcomes are for individuals and groups of pupils

How well pupils achieve in Religious Education	1
<ul style="list-style-type: none"> pupils' standards of attainment in Religious Education 	1
<ul style="list-style-type: none"> the quality of pupils' learning and their progress in Religious Education 	1
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils respond to and participate in the school's Collective Worship	1

How effective the provision is for Catholic Education

The quality of teaching and purposeful learning in Religious Education is outstanding. This contributes incisively to pupils, achievement, attainment and motivation. Teaching demonstrates high levels of professionalism, knowledge and understanding. Content is thoroughly planned, structured and challenging. Differentiation is implicit in all activities. There are commendable levels of monitoring. There is a spirit of enjoyment amongst staff and pupils. Learning support assistance is efficient and well deployed. Resources are plentiful and used to good effect. Extra-curricular teaching is valued by pupils. They appreciate the availability of revision sessions which attract large numbers of all abilities.

Assessment in Religious Education is outstanding. End of task assessments focus effectively on prior learning. They are differentiated. Assessment decisions are well linked with tracking and target setting. There is accurate understanding and usage of Levels of Attainment by pupils and staff. Pupils are clear about how assessment celebrates achievement and attainment. They are equally clear about how to improve. Assessment for learning is well structured and amplified through quality marking and annotation of pupils' work. A sample was selected for scrutiny and used in conjunction with random selections from class. Pupils' work shows authenticity and differentiation. Attention is given to presentation. There is positive and challenging marking accompanied by personal targets. Peer marking and assessment is also challenging and searching. Consequently assessment enables pupils to reflect on their own learning and support progress.

The extent to which the Religious Education curriculum meets pupils' needs is outstanding. In Key Stage 3 Icons has been developed through a programme enriched with innovative learning strategies. Levels of Attainment are well embedded. In Key Stage 4 the GCSE specification is established and successful. In the Sixth Form AS/A2 provision would benefit from some marketing by those undertaking the course. They highly commend both its content and delivery. The general course is a specific strength in terms of management, organisation and delivery. In Key Stage 4 and beyond, all pupils undertake accredited courses. This serves to maintain the high profile of Religious Education. All programmes support the Aims of Religious Education required by the Bishops of England and Wales. The content provides a major contribution to spiritual and moral development.

The quality of Collective Worship provided by the college is outstanding. Daily form time gatherings and weekly assemblies are well resourced by themes and supporting prayer. These in turn are aligned to the Liturgical Year. The policy

and its implementation is efficiently monitored by senior and middle leadership together with the Liturgy Group. Student Voice is also part of this process. The Collective Worship Working Group enables staff and pupils to plan Masses, services and celebrations throughout the year. Collective Worship is for staff, pupils, parents and visitors. It is shared jointly when appropriate. Provision demonstrates clear understanding and support of Catholic Life.

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

How effective leaders and managers are in developing the Catholic Life of the school

Leaders and managers provide outstanding promotion, monitoring and evaluation of the provision for the Catholic Life of the college, together with good planning and implementation of improvement to outcomes for pupils. The Mission and Vision is founded upon the charism of the worldwide community of the Faithful Companions of Jesus. Senior management monitor effectiveness in sharing and living the vision through feedback from subject departments and all staff. Pupils share their views through Student Voice. Catholic Life is at the core of all development policies including the Section 48 Self-Evaluation Document. Lay chaplaincy is integral to Catholic Life. Consequently the lay-chaplain is enabled to respond through availability for staff and pupils. This ministry continues to provide a major impact in the prayer life of the college. Mission Statement in-service supports the continued development of the spiritual, moral, social and cultural dimension.

Senior leaders and managers provide outstanding monitoring and evaluation of the provision for Religious Education. They are focused on pupils' achievement and attainment through quality learning and teaching. Senior leaders are directly line managed by the headteacher. They work as a team to support the outstanding contribution made by the acting subject leader. Members of the department are encouraged to be part of decision making and implementation. Their high level of professionalism ensures outcomes in Religious Education accurately match pupils' abilities. Pupils respond with commitment to the subject.

Governors provide outstanding challenge and support for the Catholic Life and for Religious Education. They are an integral part of senior management. Governors actively participate in Catholic life. They are clear about progress routes and areas for challenge. They are committed to developments in Religious Education and its place at the core of the curriculum.

Leaders and managers provide outstanding promotion of community cohesion through mission and vision. Pursuit of the common good is shown by the commitment of staff and pupils to many national and local projects. There is much interaction with schools in the local community and parishes in the

pastoral area. Pupils are encouraged to explore how the college can be of service to their own local areas. Structured pastoral care and guidance results in pupils' pride in their college. It instils a confidence that enables them to succeed and focus on academic achievement. Care, support and striving for excellence are interwoven. Collective Worship is inclusive through opportunities for the involvement of everyone. Its themes and resources focus on key world issues. Religious Education provides knowledge, understanding and where appropriate the celebration of other world faiths and religions. The Catholic Life of the college is rooted in its community cohesion.

How effective leaders and managers are in developing the Catholic Life of the School	
How well leaders 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 and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met	1
How effectively leaders and managers promote community cohesion	1