



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

BELLERIVE FCJ CATHOLIC COLLEGE

LIVERPOOL

Thursday - Friday 8-9 November 2007

Inspector Mr. Paul A. Mannings Miss Barbara Hunt

URN 104709

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Catholic voluntary-aided, girls' Comprehensive
Age range of pupils	11-18
Number on roll	899
Chair of governors	Mrs. Pamela Thornton
School address	Windermere Terrace, Liverpool, L8 3SB.
Telephone number	0151 727 2064
E-mail address	bhalligan@btconnect.com
Date of last inspection	24-25 January 2005
Headteacher	Sister Brigid Halligan

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.

Description of the school

Bellerive FCJ is a Catholic, voluntary-aided, girls, comprehensive school under the trusteeship of the Sisters Faithful Companions of Jesus. It is situated in the Liverpool Authority, within an area of significant social deprivation. The school has Specialist College Status for the Sciences. Boys are admitted to the Sixth Form. There is a formal Sixth Form Faiths Collaborative with four local schools. Learners are drawn from both the local Catholic primary schools as well as from many other schools across the city and beyond. They represent a wide cultural mix. There are 899 learners on role of whom 91% are baptised Catholics, with 7.34% from other Christian faiths and 1.67% from other World Faith Traditions. There are 4 learners with statements of special educational needs, a further 76 supported by School Action, and 36 by School Action Plus. There are 59 teachers of whom 68% are Catholic. The Religious Education department has four core and two part-time members.

Key for inspection grades

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

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Overall effectiveness of the school

Bellerive FCJ is an outstanding Catholic school. There has been outstanding improvement since the last inspection. There is outstanding capacity for continued improvements. Achievement and standards in Religious Education is good overall. The standard of attainment by learners in class is outstanding. Teaching and learning is good. It is outstanding in a number of areas. The Religious Education curriculum is outstanding. Leadership and management of Religious Education are outstanding. There is outstanding leadership of the Catholic life of the school. This is expressed and lived through the Mission Statement and supported by clear aims and objectives. Collective Worship is good. There are a number of outstanding areas. The school is outstanding in promoting community cohesion. Parents and carers show outstanding support for the school.

Grade: 1

Improvement since the last inspection

There has been outstanding improvement since the last inspection. The Religious Education department has developed the existing good practice. There has been a thorough review of the Mission Statement.

Grade: 1

Capacity to improve

There is outstanding capacity for continued improvement. This is evident from the departmental self-review that is clearly linked to its five year development plan. Identified areas for improvement are included in the school development plan. The chaplaincy development plan makes a significant contribution to the continued improvement of the school's Catholic life.

Grade: 1

What the school should do to improve further

- Maintain the successful developmental progress identified in the departmental self-review.

Achievement and Standards

Achievement and standards in Religious Education is good overall. Achievement itself is good. The standards reached in class by learners are outstanding in Key Stages 3 and 4, and in the Sixth Form. This strength of the department reflects progress in standards that takes account of the significant variation between groups of learners. In Key Stage 4 all learners

are entered for GCSE. Achievement at GCSE for this year is 50% A*-C, which falls below the national average. However, the continuing rise in standards is indicated by the gradual and significant increase in the pass rate. In the Sixth Form there is 100% pass rate for Advanced Level, with 50% of the cohort achieving grades A-C. Learners show outstanding enjoyment of their work. Their behaviour both in class and around the school is outstanding. They demonstrate commitment and responsibility. Religious Education is enabling learners to make an outstanding contribution to the school community.

Grade: 2

Quality of Provision for Religious Education

Teaching and learning

The quality of teaching and learning in Religious Education is good. In a significant number of areas it is outstanding. Teaching is well informed, confident, engaging and precise. The extent and rigour of assessment is outstanding. In Key Stage 3 it is focused on assessment tasks and tests each term. Development is underway to include the new Religious Education levels of attainment. In Key Stage 4 each GCSE unit is concluded with an assessment question. In the Sixth Form there are formal assessment reviews accompanied by target setting. The extent of identification and provision for additional learning needs is outstanding. This is making a major contribution to the standards reached by all learners. It is evident in both mixed ability and set groups through teacher led differentiation. The provision would benefit further by more availability of learning support assistance. Learners' written work is mostly well presented and linked to the various themes studied. There is some evidence of unfinished work not being followed up, but this is not a major issue. Also in a minority of areas marking is cursory in style and not accompanied by developmental comments. There is clear evidence of progression in recording from Key Stage 3 to Key Stage 4. Questionnaires completed by parents and carers show an outstanding level of involvement in their children's learning and development.

Grade: 2

Curriculum

The provision for curriculum Religious Education is outstanding in content. Due to a 25 period timetable, the allocation is 8% in Key Stages 3 and 4. This is the closest the school can come to meeting the 10% requirement of the Bishops of England and Wales. The same constraint is reflected in the 4% allocation for the general course in the Sixth Form, instead of the required 5%. In Key Stage 3 the *ICONS* programme is fully implemented and supported by outstanding schemes of work. In Key Stage 4 all learners follow a two-year GCSE course. A minority of learners who undertake the work based curriculum follow the GCSE short-course over two years. The suitability of the specification to the needs of the learners is evident through the gradual rise in

achievement. In the Sixth Form all learners follow the general course, which has recently been accredited with the National Qualifications Framework. In the Sixth Form a rising number are undertaking AS/A Level courses in Philosophy and Ethics. This course also attracts learners from other schools in the collaborative. There is a voluntary weekly extra curricular provision for GCSE and AS/A Level. The curriculum is making an outstanding response to diocesan and national guidelines. It is making an outstanding contribution to the spiritual and moral development of learners.

Grade: 1

Leadership and Management

Religious Education

Leadership and management of Religious Education are outstanding. This is reflected at all levels including governors, management team and the subject leader. The department meets regularly. There is a comprehensive programme of ongoing professional development. Performance management is well organised and supported through observations by the subject leader each half term. Peer observation takes place regularly. The commitment to equal opportunities is evident by the access of all learners to the curriculum. It is also reflected in the outstanding standards reached by learners, together with the continued rise in achievement. There are four core and two part-time members of the department. All have a qualification in Religious Education. They work as a highly effective and committed team. The department is very well resourced. It is funded according to the same capitation allowance as other core subjects. Teaching rooms are well organised and in close proximity. This ensures effective deployment of all resources.

Grade: 1

Catholic Life of the School

Governors and senior leadership provide outstanding leadership of the Catholic life of the school. The charism of the Sisters Faithful Companions of Jesus is expressed through the school policy for spiritual and moral development. It is evident in the pastoral care, educational provision and contributions to the wider community. Recently, there has been a thorough review process of the Mission Statement. Most stakeholders have been included. The final stage is focused on sharing the content with learners. Most already understand its relevance in everyday life within the school. It is supported by clear aims and objectives that are also known, owned and lived. There is a full-time lay chaplain who makes an outstanding contribution to the Catholic life. The governors conduct effective monitoring of Catholic life through the chaplaincy development plan and annual departmental reports, and by their own committed involvement.

Grade: 1

Collective Worship

The quality of Collective Worship is good. There has been continued improvement and several areas are outstanding. It is co-ordinated by senior management and the lay chaplain. The school liturgy group assists with organising Eucharists and services. The school should consider including learners in this group. There is a clear policy that has been recently updated. There are outstanding resources for prayer and weekly themes related to the liturgical year. There is ongoing in-service support. Prayer and worship takes place once weekly for year groups and daily during form period. An outstanding system has been developed for monitoring and evaluation in Key Stages 3 and 4. Learners respond very positively to opportunities for their involvement in Collective Worship. It is making a good contribution to their spiritual and moral development.

Grade: 2

Community Cohesion

The school is outstanding in promoting community cohesion. There is a shared vision and commitment to serve the common good. Leadership at all levels respect difference and values diversity. The contribution to equal opportunities is expressed through the inclusion of all levels of faith commitment. Collective Worship celebrates, reflects and respects the diversity of beliefs within the school. The Religious Education programmes of study engage learners in exploring the beliefs and values of other faiths. Their level of commitment to charitable outreach and fundraising shows concern for those less fortunate than themselves.

Grade 1