



Bellerive FCJ Catholic College

URN: 138183

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

17–18 April 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

1

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

What the school does well

- The values of the Faithful Companions of Jesus permeate all aspects of school life and have a tangible impact upon the lived experiences of both staff and students at Bellerive.
- The school is remarkably calm and business-like. Students are considerate to others and show themselves to be dignified and composed.
- The quality of teaching and learning in religious education is outstanding. Staff are highly skilled and experienced, and this is reflected in attainment at both GCSE and A level.
- The student body is a shining example for Catholic schools. They possess many positive attributes and enhance prayer and liturgy in the way they approach these moments of celebration and reflection.

What the school needs to improve

- Because the school mission statement is unnecessarily complex, students are unable to recall it and use it for guidance. Using the medium of a mission review, the school should revise this core part of the school identity.
- Opportunities for enrichment in religious education especially at key stage three are limited. These should be developed so that curriculum learning is enhanced in religious education.
- Improved training in prayer and liturgy for pastoral teams would accelerate the development of better provision and student experiences in form time.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

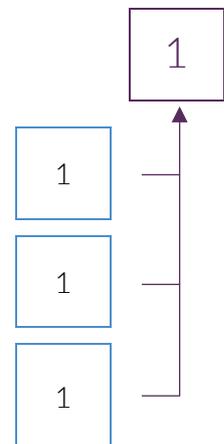
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Students enthusiastically articulate the Faithful Companions of Jesus values of '*companionship, excellence, hope, justice, dignity, and gentleness*' and can give examples of how these are reflected in their lives. These values impact on their formation and provide a cornerstone for the school's Catholic identity. Students are not as confident when describing the mission statement in spite of their evident lived experience. Bellerive students feel secure as a result of the support and genuine care given by the adults responsible for their well-being. They recognise that each of them is valued as unique and with something to offer. This supports their moral formation, which is referenced against Faithful Companions of Jesus values and, in turn, guides their interactions with peers and adults. Students willingly promote and engage in activities fitting with Catholic social teaching. Students show great respect for each other and have pride in the diversity evident among their peers. Behaviour is of an exceptionally high standard, and all conduct themselves with dignity and restraint. Even though it is a small number of students who are regularly involved in chaplaincy, larger numbers make valuable contributions to Catholic life in other ways.

The school's Catholic mission is exemplified in many ways and is evident to anyone who visits the school. Staff, at all levels, readily identify with the school values and cite the school's Catholic distinctiveness as a motivating force. However, this is not encapsulated in a memorable mission statement and the planned review will promote the opportunity to re-launch this unique aspect of the school's Catholic identity. Staff speak warmly about the Bellerive community and show a great willingness to bear each other's burdens and celebrate each other's successes. In a moment of staff prayer, one teacher spoke movingly about the experiences of his grandmother providing the opportunity for colleagues to reflect on the love shared among family and friends.

These positive relationships are witnessed by students who gain much from the Faithful Companions of Jesus family. The school is very welcoming and a haven for staff and students. Pastoral care is exceptional and life at Bellerive is tranquil and focused on learning. The lay chaplain's work, which is well-planned and evaluated, is valued highly by staff and students. Nevertheless, the iconic school chapel is isolated. Because of this, Chaplaincy has restrictions. The curriculum for relationships, sex and health education is well delivered and a robust policy supports this provision. The anticipated use of the already selected new programme will strengthen what is offered.

Leaders understand their role in providing inspiration and guidance for the Catholic life of the school and a faithful reflection of the aims of the Gaudete Trust. Catholic life is planned for and evaluated prominently. Links with the archdiocese are positive, and the school diligently engages with parishes and several priests even though students are drawn from far and wide. The school communicates well with parents and recognises the constant need to be creative in forging positive partnerships. In-service training has galvanised thinking about Catholic social teaching and will provide the impetus for a fuller expression across the curriculum. At a practical level, staff and students are greatly engaged in charitable works. In policy statements and curriculum intent, the wider vision of a Catholic curriculum is noted as important. This includes a range of informative documents giving guidance to leaders in their professional work. More could be done, though, to underline that every subject is influenced by the teachings of Christ. Recent refinements to evaluation strategies have sharpened the school focus on improvement. Training, including induction processes, relating to Catholic life links school priorities and supports individual formation and ministry. Staff stand to benefit from the strategic exposure to the leadership of prayer and liturgy.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

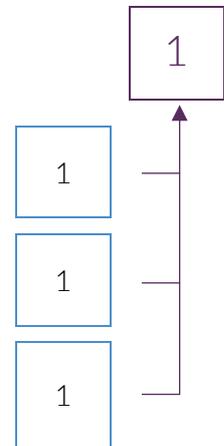
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



The religious education department is a beacon of excellent practice within the school. Students consistently make good progress at all levels. Attainment at GCSE is regularly above the national average and students achieve their highest grades in Religious Studies at A Level. Adaptive teaching ensures that all students, including those with special educational needs, are appropriately challenged and supported in lessons. Students are engaged in and enjoy their lessons. As a consequence, behaviour in all observed learning was exemplary. Religious literacy is foundational to all lessons, and this allows students to readily use complex terminology. One example observed, saw a year seven student explaining the definition of transubstantiation and its significance within the Catholic faith. Students confidently ask questions to deepen their understanding and can make links across the curriculum. Skilled teaching, supported by relatable examples and displays, ensures that students value the content of their lessons which they then link to their own lives and experiences. Core religious education at key stage five is effective in providing students with opportunities to discuss and develop opinions on life's 'big questions.'

Teachers are confident in their subject knowledge and are highly accomplished in utilising effective questioning to gauge student progress and extend responses. Wider contextual knowledge is often employed to provide a greater understanding for students. Positive relationships between staff and students are a key feature of the department, and staff use praise readily to support and motivate students. Expectations for students are high and this is reflected in the quality of work produced. There is a clear sense of pride in work completed and student books show a range of activities to help them think and work creatively and independently. During the visit, examples observed included the use of art to aid discussion, reading for meaning, and bible referencing. However, opportunities for spiritual reflection are

limited. This has been identified by the department as an improvement need, and steps have been taken to include this in curriculum planning. Feedback is of a consistently high standard across the department. This ensures that all students clearly understand what they need to do to make progress in their learning. The effectiveness of the marking policy is frequently reviewed by leaders, and this has resulted in a comprehensive approach to feedback. Performance review sheets enable students to track their progress over time and identify next steps.

The religious education subject leader, supported by a strong assistant, has a clear vision for the department and is adept at evaluating current performance. There is a clear improvement plan in place for the department and responsibility is shared. Leaders and governors are supportive, and using thorough monitoring and evaluation, have developed strategic targets to enable the department to continue to thrive and develop. Curriculum plans are effectively designed, and the accelerated implementation of the religious education directory in year seven and year eight has resulted in a high level of rigour in these lessons. This means that students are challenged to achieve more. Staff are committed to providing the best learning experiences for their students and use professional development opportunities to continue to enhance student experiences. Although there are several enrichment activities available to students, including trips to the local mosque and synagogue, these opportunities could be developed further at key stage three.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

1



Students are responsive to daily acts of prayer and liturgy during form time. They are attentive and respectful and show ability to be reflective and join in communal prayer. Often, student participation is in the form of adopting the role of a reader. Although they show confidence, delivery is too frequently pedestrian, resulting in a bland performance. Students shared their experiences of using scripture for reflection and the adoption of the Examen provides a suitable framework. Students have a role in planning themes for form assemblies and those who are part of the chaplaincy group plan and lead prayers in larger gatherings; a few more take on wider ministries. Many students can explain how the curriculum and broader experiences in school are influential by the development of prayer and liturgy, but this is limited by the weak exposition too frequently apparent from staff. Students link Faithful Companions of Jesus values as explored through prayer and liturgy with their actions. One student, reflecting on the concept of kindness, referred to Matthew 7:12 saying *"Do unto others as you would have them do unto you."* Others explained how their experience of prayer and liturgy had inspired them to become involved in charity work for different organisations.

A prayer calendar informs themes for each week. This is translated into practice through weekly prayer presentations produced by the chaplain who has, this year, taken on this responsibility for the Trust. The organisation of Mass and special services is secured to the pattern of the Church's calendar and the responsibility of leading prayer is now being shared by greater numbers of teachers. Scripture cards given out at the start of the year, are designed to capture links between prayer, the school values and real life. Senior leaders provide inspiration and are keen to uphold higher standards in prayer and liturgy. The lay chaplain, for example, has a comprehensive understanding of the liturgical norms of the Church and is able to support other staff and pupils. Staff are willing participants in the drive to develop a broader skill base and

initiatives such as 'Share a Prayer' support this. The school chapel is rightly cherished and used for a variety of activities including Mass. Students perceive it to be a safe space which is open to them when needed. Despite this, it is ephemeral to the main part of school and limits opportunities for the chaplain to better develop prayer and student formation. The school endeavours to engage families in liturgical celebration and there are good examples evident where the wider community gathers and focuses on Catholic life.

After a process of consultation, the prayer and liturgy policy has recently been rewritten and is modelled on the new prayer and liturgy directory. Although yet to be ratified by governors it is fit for purpose and provides a solid foundation for all to follow. Leaders are sensitive to the development of the skills of students at each key stage, and how this affects their understanding and participation. With greater support, the chaplain could differentiate materials at source to further assist with delivery. Liturgy runs through the school calendar in a way well planned by leaders, marking significant Holy Days and seasons. Professional development, focussed on the Catholic life of the school, has been prioritised by leaders and the Trust for several years. This is important, as there is a continual need to support staff formation which, in turn, is helpful in impacting on student experiences. In particular, this should focus on pastoral teams. Broadly, prayer and liturgy is well-resourced. Nevertheless, the school has recognised that it might be necessary to consider additional needs such as for the creation of an additional prayer space and the development of a wider chaplaincy provision.

Information about the school

Full name of school	Bellerive FCJ Catholic College
School unique reference number (URN)	138183
School DfE Number (LAESTAB)	3414787
Full postal address of the school	Bellerive FCJ Catholic College, 1 Aigburth Drive, Sefton Park, Liverpool, L17 3AA
School phone number	01517272064
Headteacher	Mr John Ferguson
Chair of Trustees	Sr Brenda Wallace FCJ
School Website	http://www.bellerivefcj.org/
Trusteeship	Gaudete Trust
Multi-academy trust or company (if applicable)	Bellerive FCJ Catholic College
Phase	Secondary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	11-18
Gender of pupils	Girls
Date of last denominational inspection	20 June 2017
Previous denominational inspection grade	Outstanding

The inspection team.

Philip Mooney	Lead
Sarah Daley	Team
Anita Stead	Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement