

Beaulieu Convent School

URN: 132523

Catholic Schools Inspectorate report on behalf of the Bishop of Portsmouth

11–12 March 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

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

2

Collective worship (p.7)

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

2

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

No

The school is fully compliant with any additional requirements of the diocesan bishop

No

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

N/A

Compliance statement

- The school is not fully compliant with the general norms for religious education as the requirement for 10% curriculum time for religious education in Year 7 and Year 8, and the requirement for 5% of curriculum time given to core religious education in the sixth form are not fulfilled. In addition, the *Religious Education Directory* is not delivered in full in Key Stage 3.
- One of the requirements of the diocesan bishop is that schools comply with the general norms for religious education, and as the school is not fully compliant with the general norms it is also not compliant with the additional requirements of the bishop.

What the school does well

- There is a strong sense of belonging and family within the whole community which stem from the clear mission of *Toute de Charite*.
- Pupils take the lead on charitable giving, and this is embedded into school life. The school inspires young people to be active in their service of others outside of school.
- Pupils and teachers throughout primary and secondary engage fully in the prayer life of the school.
- Pupils feel that they can flourish academically, spiritually and socially at Beaulieu in an environment of compassion which enables pupils to be themselves.
- Primary pupils have an excellent subject knowledge of scripture, liturgical events and the sacraments.

What the school needs to improve

- Ensure that the school is fully compliant with the general norms of the bishops' conference and the diocesan bishop's additional requirements particularly with regard to curriculum time for religious education and full coverage of the *Religious Education Directory*.
- As pupils progress through the school, provide increasing opportunities for them to lead aspects of the design, implementation and evaluation of their worship.
- Enhance consistency in learning and teaching in secondary religious education to further deepen student engagement and encourage independent thinking.

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

1

Provision

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

1

Leadership

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

1

1

There is an openness about faith in Beaulieu; it is seen as something to be celebrated across the community and allows pupils to be themselves. Pupils across both the primary and secondary schools value, embrace and actively contribute to the school's Catholic life and mission through *Toute de Charite*. For example, one primary pupil said, 'What the school does inspires children to do acts of charity outside of school.' As a result, it has significant impact on their lives and on the school, with pupils commenting on the happy atmosphere around school. Pupils respect themselves and their peers as well as teachers regardless of faith or ethnicity, as one pupil said, 'I can walk into any room and there is a friend. There is no hierarchy of friendship groups.' Pupils speak openly about the 75 Days of Love and Service which was designed for them to initiate simple acts of kindness to bring people together. One Year 6 pupil referenced 'passing a smile forward' and that smiling at a stranger can lead to much wider positive impact; this shows the determination of the pupils to be agents of change. Pupils across the age range engage in service-based activities with Year 6 girls initiating and organising toy sales to raise money for a charity of their choice. Year 12 girls are proud of the House system in which the pupils lead the decision on which charity to support and prefects enjoy mentoring pupils in the primary and pre-school, reinforcing the sense of family.

Charitable giving is a key part of this school; children of all ages, staff, governors and parents all comment on its importance to the way of life at Beaulieu, particularly the understanding it provides pupils in life beyond the school gates. Chaplaincy provision is in its infancy with the appointment of the new chaplain but pupils actively participate in the different faith clubs which are very well attended by both Catholic and non-Catholic pupils. The assistant head for Catholic life and mission (CLM) provides regular reflections from scripture for the school community and

always links his messages to *Toute de Charite* and pupils' daily lives. The pastoral care for pupils and staff is excellent. as one teacher said, 'Beaulieu restored my love of teaching.' Year 11 pupils feel supported by their teachers particularly through their mock examinations when staff were always available to calm nerves.

Leaders, including governors, are energised, joyful and determined in their duty as guardians of the Catholic life of the school. The inspirational headteacher is constant in his commitment to fulfilling the school's mission, placing the whole child front and centre of the school's actions. Pupils in Year 6 said 'school has given us the confidence to stand up for what is right'. The parish priest spoke openly about the strong links between school and parish with regular school Mass held in the church on site and a community celebration of First Holy Communion and Confirmation of Beaulieu pupils. Parents are clear that communication has improved and they feel that they are in partnership with the school in the education of their children, as one parent said, 'the door is always open with Mr Burke in charge'. Leaders ensure that new staff have an excellent induction with a full programme on the importance and expectations of Catholic life at Beaulieu. Clear commitment to Catholic social teaching can be seen and heard throughout the school; pupils confirmed that it is embedded into the curriculum, and teachers of subjects other than religious education could articulate where this was delivered in their own subjects, for example, in history in the teaching of democracy and dictatorship.

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

2

Provision

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

2

Leadership

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

2

2

Pupils enjoy their learning in religious education with pupils across the school saying that they value the opportunity that religious education gives them to reflect on their views and the views of others. Parents confirm that they receive regular updates on the progress of their child(ren) in religious education. Pupils throughout primary have excellent knowledge of scripture and use its vocabulary with confidence. Year 6 speak passionately on the importance of initiatives like Fairtrade and have a very good understanding of why this is important. Pupils were able, in some instances, such as an A level lesson, to give developed responses using subject specific terminology including 'autonomy' and 'sanctity of life'. In primary lessons, challenging questioning allowed pupils to develop their responses and progress was clear, one example was in a Year 2 lesson on Holy Week where children used images and feelings to understand the Stations of the Cross. At A level a culture of discussion is evident in lessons due to skilful questioning from teachers to support knowledge recall, this discursive element was also clear at primary level and contributed to the good progress seen. Most pupils take pride in their work, and Key Stage 4 books showed evidence of independent working. Pupils participate in lessons, although many in Key Stage 3 are given too much opportunity to be passive. Opportunities at secondary to assess all learners were not always utilised.

Teachers' subject knowledge is excellent, and instances were seen where teachers were able to make links to their own lives and local events, such as the recent assisted dying Bill in Jersey; this allowed Year 12 pupils to see the practical value in their learning. The teaching of religious education in primary is engaging and pupils are given time for reflection. In a lesson on Holy Week, Year 4 children were encouraged to empathise on the betrayal by Judas and how Mary would have felt as a mother. In primary, pupils' knowledge is very good and their vocabulary is strong. In secondary, there is evidence of good teaching and learning but there is a need for

greater consistency and challenge through more effective questioning. Pupils in secondary confirm they receive regular feedback and for some this enables them to move their learning on, but this is not always consistent. Pupils in primary do receive subject specific actions for their work. Pupils across the school would benefit from opportunities to respond to this feedback. Work is celebrated through the school reward system and praise is a consistent part of lessons due to the strong relationships that exist between teachers and pupils, which is in keeping with the school's ethos.

Leaders are supporting the RE department with increased curriculum time based on the previous allocation. Leaders articulated the need for learners to be stretched using subject vocabulary and this was confirmed as a focus in discussions with pupils and in lessons observed. The school has begun the process of implementing the *RED* and in Years 7 and 8 resources have been selected to support this. Pupils in Year 9 would also benefit from the skills outlined by the *RED*. The headteacher has clearly started on a journey of positive transformation at Beaulieu not least in increasing curriculum time for religious education for some year groups, as per the bishops' requirements. This initiative will need to continue to ensure full compliance. With some instability in staffing in recent years, leaders have adapted admirably for the benefit of pupils. Clear middle leadership in religious education is needed for a strong vision on improving teaching and learning in the future. The school recognises the need to continue to look for opportunities to enrich the curriculum, for example with links being forged with the local Jewish community.

Collective worship

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

Collective worship key judgement grade

<p>Pupil outcomes How well pupils participate in and respond to the school's collective worship</p>	2	
<p>Provision The quality of collective worship provided by the school</p>	2	
<p>Leadership How well leaders and governors promote, monitor and evaluate the provision for collective worship</p>	2	

2

The whole community responds well to the prayer life of the school and welcomes the prayers which start every gathering outside of lessons from house events to meetings. Pupils respond positively to the school's prayer and liturgy, confident in their reflective silence, community prayer, and singing. They understand a variety of Catholic prayer traditions and can explain the Church's liturgical year and how prayer and liturgy shape the wider life of the school. A daily pattern of prayer exists within Beaulieu School and mentor groups (form tutor groups) will often write the prayers which are then circulated for use throughout the school; this reflects the typicality of good practice seen in the school. Staff and pupils commented that this has positively impacted their personal faith life. Pupils across the school respond well to the prayers with reverence and appropriate behaviour and clearly value worship. Secondary pupils identify that they have received training to select appropriate scripture to use when planning worship and that the role of Faith Prefect is valued in the school. Throughout the school, pupil involvement in planning and leading aspects of celebrations of the word is good. This now needs to develop further by pupils, as they move through the school, taking progressively greater ownership in leading aspects of the design, implementation and evaluation of worship in school, using adult support where appropriate.

Celebrations of the word were skillfully and creatively planned by staff using scripture to bring together a range of symbols, images, and foci that reflect the richness of the Catholic tradition. Teachers role-model engagement and participation, for example, in singing and reverential silence. In a Year 7 celebration of the word attention was paid to creating an atmosphere of prayer through the use of candles, appropriate music and liturgical colours; this was typical throughout the school. The reflection delivered to students linked to the principles of Catholic social teaching, encouraged student action now and in the future. The chaplain and

assistant head for CLM are models of good practice for other staff and pupils. They have a thorough and comprehensive understanding of the liturgical norms of the Church and are adept at engaging pupils in the life of the Church as well as in developing their spirituality and relationship with God. Staff members identify that they have had training, especially those new to Catholic education, and that the chaplaincy team are always on hand to support with mentor prayer.

The chaplain and the assistant head support the delivery of prayer; together they ensure that staff are trained and act as co-chaplains in order to then support pupils in the delivery and leadership of the prayer life of the school. The next step will be to develop pupils' self-evaluation of the worship they are offering. Key messages are delivered through, and with, prayer at the heart; leaders skilfully link scripture back to the values and mission of the school and how pupils can live out the Gospel values in their own lives. In a Year 13 celebration of the word, the leader used humour and personal stories to engage students in the reflection. The headteacher will regularly lead and promote the celebration of the word in both primary and secondary. He places great importance on regularity of prayer and liturgy in the rhythm of the school day and has a clear vision for its whole school development. Pupils understand the importance of sacraments to the life of the Church, and many pupils and parents spoke with enthusiasm about the opportunities offered by the school, in conjunction with the local parish, to celebrate first holy communion. The school celebrates the school feast day with Mass in keeping with the charism laid down by the Sisters of the Immaculate Conception. The whole community is invited to attend these events in the spirit of family.

Information about the school

Full name of school	Beaulieu Convent School
School unique reference number (URN)	132523
School DfE Number (LAESTAB)	7076002
Full postal address of the school	Wellington Road, St Helier, Jersey, JE2 4RJ
School phone number	01534731280
Executive headteacher	n/a
Headteacher	Mr Matthew Burke
Chair of Governors	Mr Stephen Reilly
School Website	https://bcs.je
Trusteeship	Beaulieu Convent School Limited
Multi-academy trust or company (if applicable)	n/a
Phase	All Through
Type of school	Offshore independent Catholic school
Admissions policy	Non-selective
Age-range of pupils	4-18
Gender of pupils	Girls (with a mixed Sixth Form)
Date of last denominational inspection	n/a
Previous denominational inspection grade	n/a

The inspection team

Jo Smith	Lead
Jeff Sendall	Team
Dave Legrand	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