

Our Lady of Peace Catholic Primary and Nursery School

URN: 110035

Catholic Schools Inspectorate report on behalf of the Apostolic Administrator of Northampton

02 July 2026 – 03 July 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

Religious education (p.5)

The quality of curriculum religious education RE

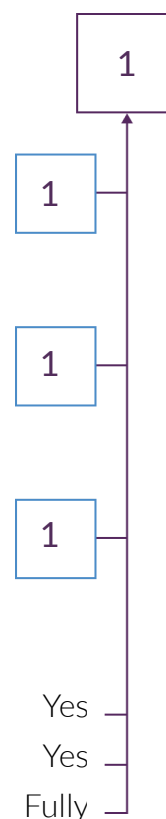
Collective worship (p.7)

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

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

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

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



What the school does well

- Pupils fully embrace the school mission, sharing their kindness, joy and happiness with everyone they encounter.
- Staff and parents create an exceptionally strong culture of welcome and inclusivity that binds this school together as a loving, faith-filled community.
- Pupils have a genuine thirst for religious education knowledge - they readily recall prior learning and ask insightful questions to enhance their understanding.
- Religious education professional development has clearly impacted on staff subject knowledge and enabled them to plan lessons that incorporate a wide variety of engaging resources.
- Pupils are provided with opportunities for spiritual growth through reflective times of silence and they value time to build a personal relationship with God.

What the school needs to improve

- Ensure pupils take a leading role in responding to the demands of Catholic social teaching and enable them to clearly articulate the theology underpinning their actions.
- Ensure pupils have a clear understanding of how well they are doing, of what they need to do to improve and can fully articulate the progress they have made.
- Ensure the school's provision of liturgical formation for pupils enables them to plan, lead and evaluate creative and well-constructed experiences of prayer and liturgy.

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

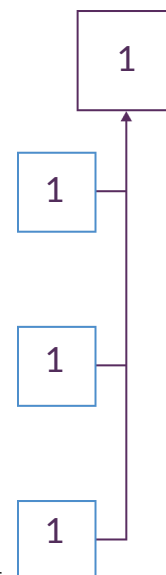
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Pupils fully embrace the school's mission, 'With Christ in our hearts, together we grow', and confidently describe their school as 'faith filled'. They understand that they are made in the image and likeness of God, and this is reflected in their joy, confidence and the respectful relationships they build with others. Parents recognise the impact of the school's Catholic life, with one commenting, 'you know the children are happy and content when they come home singing hymns and you know the school is successfully teaching long-lasting Catholic practice'. Pupils understand that they are called to follow the teachings of Jesus and willingly put their faith into action through fundraising and service. Their understanding of Catholic social teaching, particularly stewardship, human dignity and participation, continues to develop. They are respectful of those from other faiths, understanding that in learning about the faith of others, 'we will know and understand others when we meet them'. Pupils enthusiastically undertake leadership roles, especially through the Mission Team. To strengthen this further, pupils should take greater responsibility for leading Catholic social teaching initiatives and articulate more clearly the theology that underpins their actions.

Staff wholeheartedly embrace the school's mission and provide authentic witness through their commitment, care and example. One member of staff explains, 'You can feel the ethos every day through the staff, the pupils and parents. Everyone looks out for each other and cares for each other.' The school is a welcoming and inclusive community where families of all faiths are valued. One parent comments, 'Our Lady of Peace continues to be a fundamental pillar in the family lives of this community, where values, attitudes and behaviours are established and grow, supporting each individual throughout their lives: so many parents

came here themselves, the teachers stay and everyone is united in their goals for the children. Our Catholic faith is alive here.' Pastoral care is a significant strength, with compassionate support enabling pupils and families to flourish. The environment clearly reflects the school's Catholic identity through scripture, Catholic social teaching and displays centred on hope. Chaplaincy provision provides rich opportunities for spiritual growth through celebration of the word, prayer, reflection and religious education. Relationships and sex education fully meets diocesan requirements through the 'Life to the Full' programme, ensuring pupils demonstrate secure knowledge and progression, reflecting strong leadership.

Leaders and governors ensure that Christ remains at the heart of every aspect of school life. The recently constituted governing body is rapidly developing its understanding of the school through focused monitoring, visits and professional dialogue, enabling governors to provide appropriate support and challenge. They share leaders' ambition for the Catholic life and mission of the school and are committed to its continual development. Leaders actively engage with the diocese, the St Thomas Catholic Academy Trust and local Catholic schools, ensuring that staff benefit from high-quality professional development which strengthens their understanding and lived witness of the school's Catholic mission. The partnership with the parish enriches the faith life of the community through half-termly class Masses, participation in the parish choir and opportunities for pupils to pray the rosary with parishioners, helping them recognise that they belong to the wider family of the Church. Parents value the school's openness and strong sense of community. The highly regarded Friends of Our Lady of Peace strengthen these relationships by bringing families and staff together through a wide range of events. Leaders demonstrate a deep commitment to Catholic social teaching through their pastoral care and outreach to those in need. They also place a high priority on staff wellbeing. Staff appreciate the approachable nature of leaders, recognising that they are listened to, valued and supported. They acknowledge the headteacher's servant leadership, which inspires a culture of care, trust and mutual respect. Effective self-evaluation, including meaningful pupil involvement, ensures leaders accurately monitor and continually strengthen the Catholic life and mission of the school.

Religious education

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

Religious education key judgement grade

Pupil outcomes

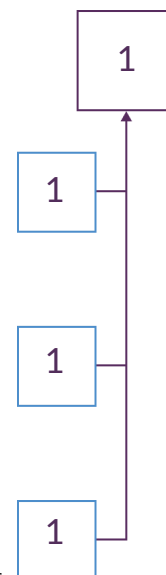
How well pupils achieve and enjoy their learning in religious education

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



Pupils develop secure knowledge and understanding in line with the Religious Education Directory and make consistently good progress from their starting points. They confidently use newly acquired religious vocabulary and, through skilful questioning, reflect with increasing spiritual and ethical maturity. Pupils demonstrate a secure understanding of the demands of religious commitment in everyday life and readily apply their learning to their own experiences. Pupils recall prior learning exceptionally well because teachers consistently revisit and build on previous knowledge. They engage enthusiastically in lessons, ask insightful questions and demonstrate genuine curiosity. For example, following an enrichment opportunity to learn about Islam, a Year 4 pupil reflected, 'on prayer commitment.' In Year 5, pupils confidently identify that the 'message at the heart' of the Bible is 'we must forgive'. In Year 2, during learning about the Good Samaritan, one pupil thoughtfully reflected on why people didn't want to help the poor injured man. Pupils speak enthusiastically about religious education and value opportunities to learn through discussion, drama and religious art, which deepen both their understanding and enjoyment. They respond positively to challenge and willingly share their ideas with others. To strengthen outcomes further, pupils should play a greater role in assessing their own learning so that they confidently articulate the progress they make and identify the next steps in their learning.

Teachers demonstrate secure subject knowledge and confidently implement the Directory through engaging and well-sequenced lessons. A wide range of effective strategies, including Godly Play, artefacts, religious artwork and drama, enable pupils to explore scripture and

theology in imaginative and meaningful ways. Where practice is strongest, skilful planning and highly effective questioning foster genuine awe, wonder and intellectual curiosity. In a Year 1 lesson exploring the links between Judaism and Christianity, pupils independently ask thoughtful questions about the Torah. Such opportunities encourage pupils to think deeply and engage actively with their learning. Teachers maintain high expectations and use questioning effectively to extend understanding and develop pupils' religious literacy. Learning is celebrated through 'shout outs' recognising exemplary work from previous lessons alongside the awarding of house points, which pupils value and which reinforces positive attitudes to learning. Teaching consistently encourages pupils to reflect morally and spiritually through explicit links with scripture. In a Year 2 lesson on the Good Samaritan, pupils clearly understand that 'we should respect everyone, it doesn't matter if you are different', demonstrating how religious education informs their understanding of Gospel values and relationships.

Leaders and governors ensure that the religious education curriculum is faithfully implemented in accordance with the Directory through a sustained commitment to high-quality professional development for all staff, including those new to the profession. As a result, religious education is delivered creatively and confidently, enabling pupils to develop secure knowledge and understanding of the Catholic faith. Leaders ensure that religious education has parity with other core curriculum subjects through effective timetabling, resourcing and strategic oversight. Whilst the quality of learning is consistently strong, leaders recognise that presentation in a small number of books does not yet consistently reflect the high standards seen in English. The subject leader provides clear and ambitious leadership with a vision that religious education should 'bring pupils back to Gospel values and scripture'. This vision is realised through a curriculum enriched by a wide range of experiences, including opportunities for dialogue and encounter with members of other faith communities, enabling pupils to deepen both their knowledge and understanding. Leaders ensure that the curriculum invites every pupil to encounter the richness of the Catholic faith and that adaptive teaching enables all learners to succeed. Monitoring and evaluation accurately identify strengths and priorities, ensuring that religious education continues to flourish and remains central to the life and mission of the school.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

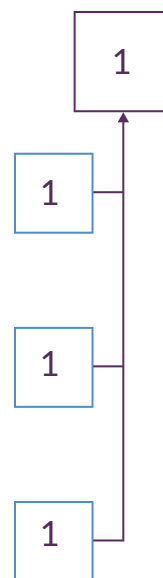
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

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



Pupils engage reverently in the prayer life of the school. They value the prayer opportunities provided and can clearly express the importance of prayer in their lives. One pupil said that prayer helps him 'to build a personal relationship with God'. A range of ways of praying is offered to pupils, including traditional prayer, celebration of the Word, silence and reflection. Pupils readily take on the responsibility to plan and lead worship with the support and guidance of class teachers, and they regularly evaluate the quality of prayer and liturgy they have planned. Leaders now need to ensure that the school's provision for the liturgical formation of pupils gives them the skills and understanding necessary to independently plan, lead and evaluate prayer and liturgy opportunities linked to the liturgical calendar, feast day or chosen theme. Members of the Mission Team work together with leaders to plan prayer opportunities for the school community, praying the rosary during the months of May and October, leading prayers in Masses and assemblies, and introducing class prayer bags to support family prayer at home.

Prayer and liturgy are central to the daily life of the school and reflect the richness of the Church's liturgical year. A well-established pattern of daily, weekly and seasonal prayer nurtures the spiritual development of pupils and staff, ensuring prayer remains at the heart of the school community. Scripture is carefully selected to deepen pupils' understanding of the liturgical season, virtues and Catholic social teaching. Thoughtfully chosen liturgical music creates a calm and reflective atmosphere, enabling pupils to participate prayerfully. Attractive prayer spaces in classrooms, communal areas and the prayer garden provide focal points for reflection and are used effectively throughout the school day. Teachers confidently lead

high-quality prayer experiences and skilfully encourage pupils to participate with increasing independence. Moments of silence are used purposefully to foster reflection and contemplation, which pupils value greatly. Leaders prioritise high-quality formation, ensuring staff develop confidence in planning and leading a range of prayer experiences. As one member of staff explains, 'we have focused on increasing the pupils' participation in collective worship by helping them to plan and lead class worship as much as possible'. Staff at all levels model exemplary practice, providing a strong witness through their leadership of Celebration of the Word and other liturgical celebrations.

Leaders and governors ensure that prayer and liturgy are central to the life and mission of the school through clear policies, effective monitoring and high-quality professional development. The school calendar faithfully reflects the Church's liturgical year, providing frequent opportunities for pupils to celebrate Mass, holy feast days and the Sacrament of Reconciliation. Strong partnerships with the parish enrich the prayer life of the school. The parish priest regularly celebrates Mass, leads prayer and liturgy and supports pupils in developing their understanding of the sacramental life of the Church. Parents value the many opportunities to participate in assemblies, celebration of the word and Masses, strengthening the partnership between home, school and parish. Family prayer is further encouraged through prayer bags and the travelling nativity resources, extending the school's prayer life into the home. Leaders and governors prioritise appropriate resourcing for prayer and liturgy, including the development of prayer spaces and ongoing formation for staff. Monitoring accurately identifies strengths and areas for development, ensuring that prayer and liturgy continue to flourish and make a significant contribution to the spiritual formation of the whole school community. days,

Information about the school

Full name of school	Our Lady of Peace Catholic Primary and Nursery School
School unique reference number (URN)	110035
School DfE Number (LAESTAB)	8713353
Full postal address of the school	DERWENT DRIVE, SLOUGH, SL1 6HW
School phone number	01628 661886
Headteacher or Head of School	Mr Nicholas Stopps
Chair of Governors	Mrs Sue Hayes
School Website	www.oloprimary.co.uk
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non Selective
Age-range of pupils	3 - 11
Gender of pupils	Mixed
Date of last denominational inspection	12 July 2019
Previous denominational inspection grade	Outstanding

The Inspection Team

Gael Hicks

Lead

Anthony Hall

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