

Behaviour Quality Mark – Moderation Summary Report

School: St Augustine's Catholic Primary School

Name of Moderator: Jenna Parkington

Date: 1.7.26

Accredited with: GOLD



	Criteria for Silver	Criteria for Gold	Comments/Next Steps
School Culture	All criteria met	St Augustine's has a well-established culture of positive behaviour, rooted in a strong sense of belonging and shared values. Leaders recognise that behaviour has long been a strength of the school and are committed to continually refining and enhancing their approach to ensure it remains highly effective. A recent focus has been on embedding a restorative approach more consistently across the whole school community, ensuring that all staff, including welfare staff, are fully involved and equipped to promote the school's expectations. This has been supported through regular welfare meetings and a whole-school INSET session, attended by all staff, to strengthen consistency in practice. The school's values, attitudes and expectations are clearly understood and consistently promoted by all members of the community. Social norms, routines and behaviour expectations are highly visible and are immediately apparent to anyone visiting the school. Leaders and staff place great importance on modelling respectful relationships, self-discipline and positive conduct, with senior leaders leading by example through assemblies and their day-to-day interactions around school. This strong culture is reflected in the findings of the school's most recent Ofsted inspection, which recognised that leaders have established a culture in which pupils want to behave well and support one another. Pupils benefit from a calm, orderly and welcoming environment where they feel valued and know they belong. Staff know the children well and place a deliberate focus on wellbeing, particularly for the most vulnerable pupils. From the early years onwards, children respond positively to the high expectations adults have of them, quickly developing the habits, routines and self-regulation skills that support future success. The school's vision to "let their light shine"	

		underpins this culture, inspiring pupils to demonstrate respect, responsibility and pride in all aspects of school life.	
Policy	All criteria met	The school's behaviour policy provides a clear and consistent framework that underpins the positive culture evident across the school. Expectations are well understood by pupils, staff and families, and are applied fairly and consistently by all adults. To ensure accessibility, a pupil-friendly version of the policy is shared with children, helping them to understand both the school's expectations and the support available to them. Staff regularly reinforce behaviour and learning expectations through a shared language, promoting consistency and clarity across the school. The policy is underpinned by a strong commitment to inclusion, with tailored support available for pupils whose behaviour may be affected by their social, emotional or mental health needs, regardless of whether they have an identified SEND. Individualised plans, targeted interventions and involvement from external agencies are used where appropriate to ensure that pupils receive the support they need to succeed. As a result, pupils behave well, treat one another with kindness and respect, and respond positively to the high expectations set by staff. From the early years onwards, children quickly establish positive routines and habits, enabling them to thrive both socially and academically.	Review and update the Behaviour Policy to ensure full alignment with the latest statutory guidance, including the updated suspensions and exclusions requirements coming into effect in July 2026.
Relationships	All criteria met	Relationships are a particular strength of St Augustine's and are fundamental to the school's positive culture. There is a genuine warmth and happiness throughout the school, creating an environment in which pupils, staff and families feel valued, respected and supported. Pupils demonstrate kindness and consideration towards one another, while strong, trusting relationships between pupils and staff help to foster a sense of safety, belonging and mutual respect. Adults model these positive relationships consistently through their interactions with colleagues, pupils and families, creating a culture where everyone feels included. This welcoming ethos is immediately apparent to visitors, who are made to feel equally valued and part of the school community. Leaders place significant importance on developing positive partnerships with families and use these relationships effectively to support pupils' wellbeing and attendance. Parents and carers are well supported, and leaders work proactively with families to help overcome barriers that may prevent pupils from attending school regularly. Older pupils contribute positively to the school's family	

		atmosphere by acting as role models for younger children and taking pride in supporting their peers. These strengths are evident from the earliest stages of education. In the Early Years, leaders and staff quickly establish trusting relationships with children and their families, enabling them to understand and respond effectively to individual needs. Children learn within a nurturing and supportive environment where they feel secure and valued. As a result, they respond positively to the school's routines and expectations, develop confidence and independence, and are well prepared for the next stage of their education. The strength of relationships at St Augustine's is evident at every level: between pupils, between pupils and staff, among staff themselves, and in the strong partnerships developed with families, creating a cohesive and highly supportive school community.	
Conduct Around School	All criteria met	Pupils' conduct around the school and beyond is at times exemplary. Clear routines are embedded from the Early Years onwards and are consistently reinforced by all staff. Whole school routines such as Wonderful Walking and Show Me Five provide pupils with a clear understanding of expected behaviours and contribute to the calm, purposeful atmosphere. Pupils respond exceptionally well to these routines, demonstrating excellent listening skills, self-discipline and respect for others. As they progress through the school, children are encouraged to develop increasing levels of independence, with older pupils taking greater responsibility for regulating their own behaviour and making appropriate choices without the need for adult intervention. During lessons, pupils are highly engaged in their learning, follow established routines consistently and take pride in the presentation and quality of their work. There is very little low-level disruption, allowing learning time to be maximised and ensuring classrooms remain calm, productive environments. Pupils demonstrate a mature understanding of expectations and are reflective about their actions, often considering for themselves whether their behaviour aligns with school values and routines. Playtimes and lunchtimes are equally well organised and purposeful. These periods have been carefully planned to provide pupils with positive opportunities for play and social interaction while maintaining high expectations for behaviour. Pupils report feeling safe and well supported by adults, who actively engage with children and promote fair play. Clear systems are in place to address any concerns swiftly,	

		although pupils indicate that significant behavioural issues are uncommon. Where support is required, staff work collaboratively to help pupils resolve difficulties and make positive choices. The visible presence of staff and leaders contributes to pupils' strong sense of security and wellbeing. The exceptional conduct of pupils is regularly recognised by visitors to the school, who consistently comment on their politeness, manners and respectful behaviour. This was reinforced by the outstanding feedback received following the recent Year 6 residential visit to Hothersall Lodge. The centre manager praised the pupils' exemplary manners and courteous attitudes, noting that these qualities were embedded throughout the group. Staff at the centre, including cleaners, commented on the high standards pupils maintained, particularly the pride they took in keeping their dormitories tidy and well organised. Pupils demonstrated impressive levels of independence by managing routines such as shower times responsibly, clearing away after meals respectfully and taking ownership of shared spaces. They displayed maturity, respect and a strong sense of community, including pupils leading prayer at the end of the day. The highly positive feedback received reflects the standards consistently seen in school and highlights pupils' ability to act as excellent ambassadors for St Augustine's within the wider community.	
Curriculum and Learning	All criteria met	The curriculum is underpinned by high expectations for learning and behaviour. At the start of each academic year, classes establish shared classroom rules and expectations, enabling pupils to take ownership of the standards expected within their learning environment. These are displayed through classroom behaviour charts, developed collaboratively with pupils, which clearly outline positive behaviours and the consequences of choices. This shared approach helps pupils to understand expectations and contributes to the highly positive learning climate evident throughout the school. Behaviour and personal development are taught explicitly through a well-planned combination of PSHE, Religious Education and whole-school assemblies. The school's values, motto and assembly programme work cohesively to reinforce key messages about behaviour, relationships and personal responsibility. Leaders currently promote a value each month, celebrated through dedicated assemblies, and are	Consider developing a standalone Behaviour Curriculum that brings together all behaviour expectations, routines, habits and social norms in one coherent document. This would support the explicit teaching of behaviour across the school, further strengthen consistency, and provide a clear progression of expectations from EYFS to Year 6.

		considering extending this to a half-termly focus to allow for deeper exploration and understanding. Pastoral provision further enhances pupils' ability to engage successfully with learning. The Garden Room provides a valued space where pupils can access support, regulate their emotions and receive guidance when needed. As a result, pupils are well supported to overcome barriers to learning and participate fully in school life. Across the school, pupils demonstrate highly positive attitudes towards their learning. They are engaged in lessons, respond well to routines and expectations, and take considerable pride in the presentation of their work. This was particularly evident in Upper Key Stage 2, where the high standard of handwriting reflected pupils' commitment to producing work of which they can be proud.	
Inclusion, pupil support and intervention	All criteria met	Leaders and staff are highly effective in identifying needs at an early stage and work collaboratively to ensure that all adults have an accurate understanding of the barriers individual pupils may face. Support is carefully tailored to each pupil and is shaped through strong partnerships with parents, carers and external agencies. As recognised by Ofsted, pupils with SEND receive effective support that enables them to access the curriculum successfully alongside their peers, while disadvantaged pupils and those facing additional challenges benefit from targeted provision that helps them to flourish. The school has established a comprehensive range of interventions and support systems to meet pupils' social, emotional and mental health needs. These include ELSA support, anger management programmes, emotional literacy interventions, the Rainbows programme, and the Fighting Chance boxing programme, all of which help pupils develop resilience, self-regulation and positive coping strategies. Individual Behaviour Plans are overseen by the SENDCo and are used alongside behaviour charts, pastoral support and, where appropriate, reduced timetables to ensure support is responsive to pupils' needs. Reflection sheets are used thoughtfully to encourage pupils to consider their actions, take responsibility for their behaviour and repair relationships where necessary.	

		The Garden Room is highly valued by pupils and provides a nurturing environment where children can access support, regulate emotions and seek guidance when needed. Pupils can self-refer to the provision, demonstrating the trust they have in adults and their confidence in seeking help. Additional opportunities, such as gardening activities at lunchtime and access to quieter nurture spaces during lunch breaks, provide supportive alternatives for pupils who may find less structured times challenging. Lunchtimes are carefully organised, with staggered arrangements helping to create a calm and positive environment for all pupils. The school's restorative approach is firmly embedded and regarded as a key factor in maintaining positive relationships and supporting behaviour. Staff place significant emphasis on helping pupils learn from mistakes, reflecting the school's belief that "mistakes are magic" and provide opportunities for growth and learning. Rather than focusing solely on sanctions, adults support pupils to understand the impact of their actions, repair relationships and develop the skills needed to make positive choices in the future. Inclusion extends beyond individual support and is reflected in the school's wider culture of respect and acceptance. Through the personal development curriculum, pupils are encouraged to explore a diverse range of perspectives, beliefs and experiences. As a Catholic school, St Augustine's successfully promotes its faith ethos while fostering understanding, acceptance and respect for people of all faiths, cultures and backgrounds. Leaders recognise the importance of helping pupils understand and celebrate difference, particularly within their diverse community, and staff demonstrate a strong awareness of how cultural experiences and individual circumstances can shape pupils' needs.	
Safety	All criteria met	Pupils at St Augustine's feel safe, well supported and confident that adults will help them if they have any worries or concerns. The school's thoughtfully sequenced PSHE curriculum plays an important role in developing pupils' understanding of how to keep themselves safe, both online and offline. Pupils learn about healthy relationships, personal wellbeing, consent and managing risk in an age-appropriate way, equipping them with the knowledge and skills needed to navigate an increasingly complex world.	

		The school's positive culture and strong relationships contribute significantly to pupils' sense of safety. Pupils report that bullying is extremely rare and distinguish clearly between bullying and the occasional friendship disagreements that can arise between children. They are unequivocal that bullying is not tolerated within the school and express confidence that staff would respond quickly and effectively if concerns were raised. Pupils explain that adults would deal with any issues sensitively and privately, helping those involved to resolve difficulties, restore relationships and move forward positively. This confidence in adults reflects the strong culture of trust that exists throughout the school. Pupils know who they can turn to for support and are assured that their concerns will be listened to and acted upon. As a result, St Augustine's provides a safe, caring and nurturing environment where pupils feel valued, protected and able to focus on their learning and personal development.	
Staff support and development	All criteria met	Staff development is a clear priority at St Augustine's, with leaders demonstrating a strong commitment to ensuring that all staff are well equipped to support pupils' learning, behaviour and wellbeing. Leaders make effective use of external expertise to enhance professional knowledge and inform inclusive practice across the school. Staff speak highly of the professional learning opportunities available to them and particularly value the training that helps them meet the needs of pupils with a wide range of abilities and circumstances. A comprehensive programme of behaviour and inclusion-focused professional development is in place and is shared regularly through the Headteacher's bulletin and direct staff communications. Staff report that expectations are communicated clearly through regular meetings, safeguarding training, induction processes and ongoing communication channels, including group messaging systems. The behaviour policy is accessible, easy to understand and regularly discussed with staff through training sessions. New staff receive an induction booklet that includes key behaviour expectations and procedures, ensuring consistency from the outset. Staff also highlighted the practical nature of the policy, including its clear colour-coded systems and straightforward guidance on responding to behavioural concerns. Leaders provide strong role modelling, both through assemblies and their daily presence around school. There is a deliberate focus on the language used by adults when supporting behaviour, helping to ensure	

that all staff communicate expectations in a consistent and respectful manner.

Governors play an active role in monitoring behaviour and wellbeing. Behaviour is discussed regularly at governing body meetings, with serious incidents communicated promptly to the Chair and Vice Chair when necessary. Governors also review behaviour data, monitor trends and maintain regular dialogue with leaders through both formal meetings and informal visits to the school. This ensures strong oversight and supports leaders in continually refining and strengthening provision.

Staff are positive about the support they receive from leaders, particularly regarding their wellbeing. They describe a culture in which they feel valued, listened to and cared for, and speak with genuine pride about working at St Augustine's. Leaders are held in high regard, and the strong relationships between staff, leaders and governors contribute significantly to the positive, collaborative ethos that underpins the school's success.