Behaviour Quality Mark – Moderation Summary Report

School: Oswaldtwistle St Mary's Catholic Primary

Name of Moderator: Jenna Parkington

Date: 13.10.26

Accredited with: Gold

	Criteria for Silver	Criteria for Gold	Comments/Next Steps
School Culture	All criteria met	St Mary's positive culture is firmly underpinned by its Catholic ethos and Gospel values, which provide a strong foundation for expectations, relationships, and behaviour. Through collective worship, regular reflection, and consistent messaging from staff, pupils develop a strong understanding of respect, kindness, and acceptance. Pupils speak confidently about the fact that God made everyone unique and demonstrate a clear understanding of difference, equality, and equity. As a result, they show respect for one another and understand the importance of treating others with dignity and compassion. Leaders have maintained a relentless focus on developing and strengthening the school's culture over time. Over the last three years, there has been a sustained drive to improve consistency in behaviour expectations, with leaders recognising that effective behaviour provision requires continual reflection, refinement, and adaptation. This process of improvement has included careful consideration of the needs of pupils with SEND, ensuring that expectations remain high while approaches are inclusive and responsive to individual needs. The school has intentionally developed a positive, praise-focused approach that incentivises and celebrates success. Leaders have sought and acted upon feedback from parents, consulted with pupils, and trialled amendments before implementing changes, ensuring that the policy reflects the needs of the whole school community. Staff are supported through ongoing professional development, which helps maintain a shared understanding of expectations and promotes consistency in practice. Leaders are proud of the progress that has been made, whilst also recognising that	

		behaviour development is an ongoing journey. There is a clear culture of continuous improvement, with leaders committed to making thoughtful adjustments and refinements so that the school's behaviour systems continue to meet the evolving needs of its pupils and community.	
Policy	All criteria met	The school's behaviour policy provides a clear and consistent framework that is understood and implemented across the whole school community. Built around the behaviour mission, "Be Ready, Be Respectful, Be Safe," the policy clearly defines the behaviours and attitudes expected from pupils. During discussions, both children and staff were able to confidently articulate what these expectations look like in practice in classrooms, around the school, and during less structured times such as break and lunchtime, demonstrating the extent to which the school's values have become embedded in daily practice. The policy establishes clear expectations not only for pupils but also for staff, ensuring a consistent approach to behaviour management across the school. Expectations, routines and consequences are explicitly outlined, creating a transparent and predictable system that supports positive behaviour. Importantly, the school's approach recognises behaviour incidents as opportunities for learning. It was evident that considerable thought has been given to the use of teachable moments, with staff supporting pupils to reflect on behavioural choices, develop strategies for future success and minimise the likelihood of recurrence. This restorative and educative approach aligns closely with the school's inclusive ethos. Record-keeping is a notable strength. Staff maintain detailed behaviour records using CPOMS, including consequence records that clearly identify the behaviour, the response and any follow-up actions taken. More significant incidents are carefully logged and reviewed by senior leaders, enabling patterns and trends, such as recurring behaviours or specific times of day, to be identified and addressed proactively. Leaders spoke with pride about the quality and consistency of record-keeping, recognising its importance in ensuring that no concern goes unnoticed.	While restorative approaches are evident in practice, the introduction of shared scripts or sentence starters could further enhance consistency and help ensure that every behavioural incident is used as a meaningful teaching moment.

		Lois takes a particularly active role in this process, routinely reviewing behaviour records and working alongside staff to identify appropriate interventions and support. Behaviour data forms part of ongoing discussions within leadership meetings and remains a standing agenda item at staff meetings, ensuring that behaviour remains a collective responsibility. Where patterns emerge, targeted support is implemented, often involving the Learning Mentor, who works directly with pupils requiring additional guidance and support. The school has also ensured that parents are well informed about behaviour expectations and systems. The behaviour policy is shared and discussed during Meet the Teacher events, is readily available on the school's website, and any policy updates are communicated directly to families. This proactive communication helps to strengthen partnership working and promotes consistency between home and school. Inclusion is reflected throughout the policy and associated systems. The behaviour policy has been adapted into accessible versions for different stakeholders, ensuring that pupils, families and staff can engage fully with expectations and available support. Rather than viewing the behaviour policy as a fixed document, leaders have taken an evaluative approach, regularly reviewing its impact and making appropriate adjustments where necessary.	
Relationships	All criteria met	Relationships are a clear strength of the school and are fundamental to its positive culture. Throughout the visit, there was a strong sense of mutual respect between staff and pupils, underpinned by the school's Catholic values and behaviour expectations. Interactions were consistently warm, supportive and purposeful, with staff knowing pupils exceptionally well and taking time to understand their individual needs, strengths and circumstances. Pupils spoke confidently with adults and demonstrated trust in the staff around them, knowing that they would be listened to and supported when needed. This culture of positive relationships was evident across all areas of the school. Staff model respectful communication and high expectations, while pupils respond positively and respectfully to guidance. Behaviour management is characterised by calm, constructive conversations that focus	

		on helping pupils learn from mistakes and make positive choices in the future. The strong relationships between home and school further reinforce this approach, with families viewed as valued partners in supporting children's behaviour, wellbeing and success. As a visitor, I was warmly welcomed by both staff and pupils (and Winnie the lovely school dog!). Children were polite, friendly and eager to share their experiences of school, while staff were open, reflective and proud of their work. This immediate sense of belonging and community reflected the strength of relationships across the school and demonstrated a culture where every member of the school community is valued and respected.	
Conduct Around School	All criteria met	Pupils demonstrate positive conduct throughout the school day, supported by clear expectations and well-established routines. Visual reminders and prompts displayed around the school reinforce behavioural expectations and encourage pupils to take responsibility for their conduct. These include guidance for lining up, moving around the building and interacting respectfully with others. Consistent routines are embedded across the school and are understood by pupils. Expectations for entering collective worship, transitioning from the playground to the classroom and moving between activities are clearly established, resulting in calm and purposeful behaviour. Pupils respond well to these routines, enabling learning time to be maximised and transitions to take place smoothly. The school's high expectations for conduct extend beyond the school gates. Staff report that pupils regularly receive compliments from members of the public and host venues when attending educational visits and enrichment activities, including trips to the pantomime and visits to Enfield. These positive comments reflect the strong culture of respect and responsibility that leaders have cultivated. Pupils themselves play an important role in maintaining these standards. Prefects act as positive role models and contribute to the smooth running of the school by supporting younger pupils and promoting positive conduct at key points throughout the day, including during lunchtimes and playtimes.	

		Their presence reinforces the school's expectations and helps to foster a culture where respectful behaviour is both valued and celebrated.	
Curriculum and Learning	All criteria met	The school has established a calm, purposeful, and highly positive learning environment where behaviour expectations are clearly understood and consistently applied. Across all classes visited, pupils were engaged in their learning, demonstrating positive attitudes and sustained focus on tasks. This was evident even in classes led by supply teachers, indicating that expectations are securely embedded across the school and are not dependent on individual staff members. Staff make effective use of specific positive reinforcement, recognising and celebrating pupils who demonstrate the school's expectations. Praise is purposeful and linked directly to desired behaviours, helping pupils understand exactly what they have done well and encouraging others to follow suit. Adaptations to learning are often well considered and ensure that pupils can access the curriculum successfully. Appropriate resources and adult support are deployed effectively to meet individual needs, enabling pupils to remain engaged and successful in their learning. As a result, pupils are able to participate positively and maintain focus during lessons. Classrooms reflect a consistent approach to behaviour and expectations. Visual displays celebrate rewards and reinforce whole-school expectations, while common visual timetables are used across the school to provide clarity, predictability, and support for pupils. These consistent routines help pupils feel secure and ready to learn. The school's behaviour curriculum is explicitly taught across the whole school and is regularly reinforced within classrooms. Staff consistently refer to and model expected behaviours, ensuring that pupils understand what is expected of them in different contexts. Consequently, one of the school's core rules, 'Be Respectful', is not only understood by pupils but is clearly	

		embodied in their interactions with adults and peers. This culture of respect was evident throughout the school and remained consistent regardless of which member of staff was leading the class.	
Inclusion, pupil support and intervention	All criteria met	Inclusion is a significant strength of the school and is underpinned by a highly effective pastoral and SEND provision. Leaders have established a culture in which every child is known, valued and supported to succeed. Staff demonstrate a deep understanding of pupils' individual needs and work collaboratively to remove barriers to learning, ensuring that children receive the right support at the right time. This is driven by the proactive leadership of the SENDCo and Behaviour Lead, whose commitment to continuous improvement ensures that inclusion remains central to the school's work. The school makes effective use of the Inclusion Hub and local cluster networks to access training, share best practice and engage in funded behaviour-related CPD, strengthening expertise across the staff team. The pastoral team is a particular strength. Tina, in her role as Learning Mentor and Family Support Worker, provides both proactive and responsive support for pupils and families. Her work is firmly rooted in trauma-informed practice and is characterised by strong relationships, calm and nurturing interactions, and a genuine commitment to ensuring that every child's voice is heard. Pupils are supported to understand and regulate their emotions through approaches such as the Colour Monster resources, positive affirmations and strategies that promote positive self-talk and emotional wellbeing. Children are encouraged to seek support from trusted adults, and intervention plans are developed alongside pupils to ensure they have ownership of the support they receive. Strategies are routinely shared with families to promote consistency between school and home. The school's inclusive approach is further strengthened through Calm Club, a lunchtime provision designed for pupils who benefit from a smaller, quieter and more structured dining	Given the school's established commitment to inclusion, leaders should continue to monitor and engage with developments in inclusive practice to further enhance provision and maintain their proactive approach to meeting the needs of all pupils.

		experience. The provision offers close adult support alongside opportunities for positive social interaction through activities such as board games, colouring and other calm, purposeful tasks. Calm Club provides an environment in which pupils can feel safe, regulated and successful during less structured parts of the school day. Placement is carefully considered and informed by individual need, including pupils with SEND, SEMH needs, sensory differences, and those identified through behaviour data analysis as benefiting from additional support. Safeguarding and pastoral support are closely aligned. Staff maintain detailed records and use systems effectively to ensure that emerging concerns are identified and responded to promptly. Children's circumstances are understood in context, enabling support to be tailored appropriately. The school's approach is both proactive and reactive; staff respond sensitively to moments of distress or dysregulation while also putting preventative measures in place to support longer-term wellbeing. Regular supervision and collective support for DSLs further strengthen this provision. The school is also mindful of ensuring that pupils have access to a range of positive role models. Whilst there are no male teaching staff, leaders have thoughtfully ensured that children regularly engage with positive male figures through school life, including the vice chair of governors, visiting music specialists and enrichment providers. This demonstrates the school's wider commitment to meeting the diverse developmental and social needs of its pupils.	
Safety	All criteria met	Pupils report that they feel safe, happy and well supported in school. They are confident that they can approach any member of staff, regardless of their role, if they have a concern or need support. Pupils particularly value the support provided by Tina and recognise her as a trusted adult who listens and responds to any worries they may have. The school's safeguarding culture is evident in both pupil voice and practice. Effective use of CPOMS ensures that concerns are recorded, monitored and acted upon promptly, enabling leaders	

		to maintain a comprehensive oversight of pupils' wellbeing. As a result, pupils' needs are identified quickly and staff demonstrate a commitment to ensuring that no concern, however small, goes unaddressed.	
Staff support and development	All criteria met	Staff speak highly of the support they receive from the SLT. Leaders maintain a highly visible presence across the school and are approachable, providing advice, guidance and practical strategies when needed. At the same time, leaders actively empower all adults to manage behaviour confidently within their own roles, ensuring that issues are addressed effectively at the earliest opportunity and are not unnecessarily escalated. There is a strong culture of professional trust and collaboration. Staff report feeling well supported when individual pupils require additional provision or intervention. Where concerns arise, meetings with parents are arranged promptly and bespoke behaviour plans and risk assessments are developed without delay. Staff described clear communication around individual pupils, with strategies shared across the team so that all adults understand how best to support children consistently. Professional development is a notable strength. Regular teaching assistant meetings include a focus on behaviour and inclusion, while all staff receive updates and key messages through staff meetings and whole-school communications. The school continues to invest in specialist training, with two teaching assistants recently qualifying as Mental Health First Aiders, further enhancing the support available for pupils and colleagues. Governors are kept well informed by the Headteacher and are supported to fulfil their responsibilities through ongoing training and development, including updates relating to safeguarding (KCSIE). The use of Governor Hub provides governors with access to a range of high-quality professional learning opportunities. The school's commitment to inclusion is reflected in its recent achievement of the Lancashire Equality Mark. Staff reported that the process strengthened consideration of individual needs and further embedded inclusive practice across the school. Leaders also actively engage with external professional networks, sharing effective practice through local clusters and	Leaders should begin to consider succession planning in light of the forthcoming departure of the current Behaviour Lead/SENCO, ensuring continuity of the school's strong practice and provision.

		making good use of professional development opportunities provided through the D11 Inclusion Hub. As a result, there is a strong culture of continuous improvement, reflection and learning across the whole staff team.	