



Frogston Primary School

Standards and Quality Report

Context of the School

Frogston Primary School is the first brand-new school to be opened in Edinburgh since the 1980s. The school is situated within the new housing development to the south of Frogston Road East with an outstanding new building and extensive, beautifully landscaped grounds. We use our environment, both indoors and out, to promote excitement, innovation, creativity and independence in all teaching and learning opportunities. The school has seen rapid growth over the past few years growing from just 28 Primary 1 pupils in August 2020 to 16 classes plus an enhanced support base, with a projected roll of 450 pupils in August 2024.

Our building was designed for 14 classes and a roll of 420. We are now significantly above this and will be using every room available as a classroom during session 2024 – 2025 including 3 general purpose rooms. This means we will have a significant lack of space next session.

It has been agreed at council level that Frogston now needs an extension and the architects have already been commissioned and visited the site in June 2023 to agree a six-classroom extension on the end of one part of our current building. These works are now due to start in April 2025 with a projected completion date of April 2026. This will mean that we will have more classes than we have spaces for August 2025. The local authority has yet to come up with a plan for where these classes will be accommodated.

We have 120 children enrolled in Early Years. We have 3 models of delivery with 45 term time places, 20 am/pm places and 15 Monday/Tuesday or Wednesday/Thursday places as well as 20 eligible 2s places.

Vision, Values and Aims

We have established a happy, positive ethos and developed an environment that inspires and motivates children to develop their skills for life. We have high aspirations for all where ambition is encouraged, and achievements are celebrated. We are committed to supporting the development of the whole child and wish to foster a love of life-long learning. We have agreed on three core values using the anacronym ALL – Achieve, Lead, Love.

Play-based Approaches and Active Learning

Play-based learning and active approaches to teaching and learning are embedded in the design for the school building and grounds. This enables flexibility and a variety of whole-class teaching as well as working with smaller, differentiated, or mixed-ability groups. In younger years, teachers facilitate challenge through their choice of continuous provision for play and maintain an awareness of next steps for individual children. Teachers can interact with children through play to meet these next steps in line with the children's interests and stage of development.

Further up the school, through effective use of classrooms and shared areas, all learners are enabled to apply their own creativity, transferable skills and problem-solving activity through collaborative work and engaging with digital technology. As a result, learning and teaching remains significantly play-based, exploratory, and highly motivating at every stage of the learners' journey. This session we wanted children to be able to talk about contexts in which they use certain skills. We mapped Skills Development Scotland meta skills to our values; Achieve, Lead and Love and introduced the children to each of the meta skills, asking them to think about skills they are developing through their play. Whilst we are at the early stages of this work, all our children and staff are talking about skills with increasing confidence, and are beginning to assess their progress against these, making pupil-led learning more targeted, focussed, and purposeful.

School improvement

Our priority for our first three years focused on establishing our school ethos, vision, values and aims. We are developing our teaching and learning approaches to incorporate and make best use of our spaces both inside and out. Additionally, we are developing our community and partnerships not only with our families but also within our learning community, local businesses, education organisations and the wider communities in our catchment area.

This session we have had 15 classes from P1 to P7 with 397 children enrolled. In the Senior Leadership Team there is a full-time Head Teacher, full-time Depute Head Teacher, part-time Business Manager and 2 full-time Principal Teachers; one for the school and one for ESB, who have both had a class commitment of 4 and a half days. We have 14 full-time class teachers including two probationer teachers. We have 4 part-time teachers, one who is our Support for Learning teacher 4 days a week, one who has been giving additionality to Support for Learning 3 days a week, one who delivers our Nurture programme 3 days a week and one who is currently on a career break after a period of ill-health. We currently have 1 Early Years Practitioner supporting transition and play in Primary 1, 8 permanent Pupil Support Assistants and 3 temporary PSAs. We have a full-time Administrator and Clerical Assistant and a Facilities Technician who fully support the whole staff team and wider community.

We have a school-run breakfast club offering places for around 80 children across the school and an after-school club run by Daddy Day Care that is also well utilised to support families with childcare for up to 100 children. Both have a cost associated, but we offer many free places to those families who need support.

About a third of our children live in SIMD 1 and 2, about a third in SIMD 3-6 and a third in SIMD 7. We have supported families by running a free uniform bank for donations and collections, food hampers and presents at Christmas, winter jackets and an EID celebration.

In order to support learners' wider achievements, we have offered a variety of clubs after school run by teachers including Glee Club, Film Club, drama, art and crafts, Chess Club, Story Club, football and Crochet Club. We have had Active Schools clubs available including dance, basketball, and football.

We have worked with partners to provide additional supports within the school day including forest schools, Bridgend Farm, play and art therapy, Play Boxes, Talk and Move groups, Sensory circuits and Speech and Language sessions.

Standard and Quality Report 2023-2024

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)				

<p>Developed collaboration with children, colleagues, parents and partners.</p> <p>Staff leadership groups – Literacy, Outdoor Learning, 1+2, Digital and Play.</p>	<p>Development of our approach, resources and expertise in each area has led to more consistency across the school, greater staff confidence and improved outcomes for children.</p>	<p>Almost all staff express increased confidence in teaching of literacy. Moderation ensures consistency of approach when assessing outcomes and achievement of a level.</p> <p>Attainment remains stable in literacy for reading and writing at Early and First Levels. There is a dip in attainment in literacy at Second Level particularly in writing.</p> <p>Outdoor Learning – there is now a bank of resources for all staff to access. Staff feedback re training has been positive with all staff reporting feeling more confident in this area. Having staff 'experts' across each stage of the school has been beneficial to give advice or support to peers. Timetabling the Orchard has meant each class has had allocated weeks caring for chickens and growing.</p> <p>Spanish 1+2 – Almost all teachers are more confident</p>	<p><i>Literacy and 1+2:</i></p> <ul style="list-style-type: none"> - Raising attainment in writing. <p><i>Numeracy:</i></p> <ul style="list-style-type: none"> - Raising the profile of maths through play and STEM focuses. <p><i>PEPAS:</i></p> <ul style="list-style-type: none"> - Improve PE provision and progression. - Provision of sports/physical activity clubs. <p><i>Digital:</i></p> <ul style="list-style-type: none"> - Digital profiling (Learning Journals). - Tracking (attainment, wider achievement). <p>Outdoor learning - setting core expectations for taking learning outdoors. Orchard Weeks, Forest School, Gardening week- to help support consistency across the school.</p> <p>Very good</p>
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		<p>in teaching Spanish. Staff commented that CLIL document was very useful as well as planning documents and resources being helpful.</p> <p>Meta skills linked to play - skills language is well established throughout the school. Organising skills linked to ALL helpful. All staff feel much more confident in assessing learning through play and identifying value in play experiences.</p>	<p>Sustainability, Equalities, Rights and Skills:</p> <ul style="list-style-type: none"> - Embed Global Goals, UNCRC and Meta-skills in planning - Rights Respecting Schools Award (Gold) - Interactive resource document - Sharing practice 	
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Peer Observation – Lesson Study.		<p>Lesson Study focused on strategies to improve writing. Staff valued a chance to share practice including planning, delivery, and assessment of outcomes. Positive feedback from all teaching staff about the process and change questions have positively influenced practice and consistency across the school.</p>		
Pupil council involvement in school improvements and share classroom experiences.	Pupils' views are integral to our improvements.	<p>Pupil Council were involved in shared classroom experience creating a list of what they considered to be important for good learning and teaching. They were fully involved in observing with SLT and QIEO and gave some insightful comments when evaluating.</p> <p>Pupil Council also made the following suggestion leading to improvement - Token system instead of House Points. This took away the competitive element of Houses competing against each other to the whole school-working together for a common goal. The impact has</p>	<p>Continue with this work and use Wee HGIOS to develop improvement work with pupils.</p>	

		<p>been more positive behaviour and manners around the school, better care for resources, improved engagement in learning tasks. Pupil Council shared ideas for 'rewards' for filling tubes with tokens. So far we have had a pyjama day, a picnic and a 'play all day' day.</p>		
Parental engagement – class assemblies, learning showcase events, community support for orchard and chickens and Learning Journals.	Attendance and engagement with school and community events has been very good.	<p>Good engagement from parents at assemblies with an average of about 50% attending. Much better attendance at Community Events such Christmas, Summer Fayres and EID event with most of our parents attending.</p> <p>We have run multiple training sessions for parents to get involved in our Community Garden and caring for our chickens. These have been very well attended with 33 families engaging in the training and 30 signed up to look after our chickens.</p>	<p>Continue expanding and raising profile of Orchard and Community Garden. Run events in and/or tied to these spaces to improve their approachability and further advertise/spread the word.</p> <p><i><u>Parental engagement (stay and play opportunities; creation of a home learning policy, with potential for parent training/sharing sessions, which promotes Reading, Attendance and Play {R.A.P.}).</u></i></p>	
Parent Council have been actively supporting the school	Parent Council meets regularly throughout the year.			

<p>through engagement activities such as Christmas and Summer Fayres, Eco Store, EID event and Miners Club fundraising event.</p>				
<p>QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)</p>				
<p>Writing: assessment, moderation and dialogical marking.</p>	<p>Staff have been assessing writing within their own class and we have had 3 writing moderation sessions to agree standards and to make improvements.</p> <p>Pupils in almost all classes have been using success criteria to self and peer assess their own writing.</p>	<p>Almost all staff are confident when assessing against the benchmarks and agreeing achievement of a level.</p> <p>Attainment in writing at Early and First Levels remains stable between 75% and 85% of children at each stage achieving expected levels. However, attainment in writing at Second Level is lower, between 50% and 65% of children achieving expected levels.</p>	<p>Improvements in writing, particularly at Second Level by ensuring digital tools are being utilised fully, effective use and embedding of dialogical marking scheme at all levels, through SfL interventions such as Fresh Start and ensuring that children have opportunities to write every day.</p>	<p>Good</p>
<p>Establish pupil profiling (P1-7)</p>	<p>Learning Journals from ELC to P4. One Note and Teams for P5-P7.</p> <p>P5– P7 have had the use of 1:1 iPads. Almost all children in these classes</p>	<p>Trials of LJs have mixed reviews from staff and parents this year.</p> <p>Feedback from Parent Survey:</p>	<p>Consistent approach across P1 - P4 needs to be agreed and communicated to parents which is responsive to their feedback.</p>	

	<p>have been able to share their learning at home through showing their work on One Note and Teams.</p>	<p>Overall parents find Learning Journals easy to use independently (85%)</p> <p>The majority of parents find the information useful.</p> <p>Overall, the parents who left comments stated that they preferred newsletters as they said they were more informative and gave more information about their child's learning for the week.</p> <p>Some suggestions that a few parents have made on what they would like to gain from the learning journals are; one specific comment on what their child has been doing that week, suggestions on how to support learning at home, more consistent uploads between the different classes as they found an imbalance between what siblings have been getting.</p>	<p>Consistent approach needs to be established and maintained across Second Level.</p>	
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		<p>Children are confident in the use of One Note to record and share their learning. They have also started to use it to reflect, evaluate and assess their skills development on a weekly basis. This is mostly evident in P5/6 and P7.</p>		
Tracking wider achievement (EDICT)	<ul style="list-style-type: none"> - Agreed expectations for tracking wider achievement set (both <i>what</i> and <i>how</i> to track.) - Tracking in place for all pupils, through establishing of expectations and technical 'how to' during October in-service. 	<p>Wider Achievements were tracked for pupils in October using EDICT.</p> <p>Once discovered EDICT was being phased out, decision was made to hold until new tracking system established.</p>	<p>New system for tracking wider achievement to be implemented as soon as known.</p>	
QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)				
Rights Respecting Schools Award (Silver).	<ul style="list-style-type: none"> - RRSA pupil groups meet regularly. - Implementation of actions from Action Plan for Silver. 	<p>We are hoping to achieve Silver RRS award by early next session</p>	<p>RRS Gold Award</p>	<p>Very good</p>

Establish alternative pathway provision – Community Garden.	<p>-Boxalls completed x 3 annually for children identified as less engaged in class.</p> <p>-Timetabled specific groups to attend garden where children will be involved in planting, growing, harvesting fruit and vegetables.</p> <p>Chickens established as place to go for children to learn about care of birds, broadening of skills and experiences, and also for therapeutic calming etc.</p> <p>Pupils using eggs collected in cooking and experiments.</p> <p>Nurture groups taken pupils beyond school boundaries in safe, purposeful way which has built skills, confidence and experiences, reduced anxiety and aggressions, all whilst building love/appreciation for outdoors.</p>	<p>Significantly improved Boxalls for almost all pupils 26/28.</p> <p>Feedback from staff and pupils very positive.</p> <p>Most identified pupils requesting time with chickens and coop visits to help regulate emotions and manage energy.</p> <p>Improved attendance for most of identified pupils.</p>	<p>Maintain and further embed Orchard and chicken area as established part of Nurture and alternative pathway routines by:</p> <ul style="list-style-type: none"> - Continuing with this provision for identified pupils and expanding as staffing allows. - Creating list of Orchard tasks which need to be completed/regularly maintained which classes and groups can contribute to or take ownership for. - Have honesty box for sales of eggs or other system to allow sales of eggs. - consider expanding flock. - Look at purchasing of polytunnels for wider range of growing options and further skills development and knowledge. 	

			<ul style="list-style-type: none"> - Purchase significant amount of compost to facilitate larger scale of planting. -Employ 'lasagna composting' to increase volume of soil for next year. 												
QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)															
Raising attainment and achievement.	<p>Achievement in Listening and Talking is very good across all stages. Almost all pupils are achieving expected levels at Early, First and Second.</p> <p>Achievement in Reading remains relatively stable with the most children achieving expected levels at Early, First and Second.</p> <p>Achievement in Writing at Early and First levels</p>	<table border="1"> <thead> <tr> <th>On Track Listening Talking</th> </tr> </thead> <tbody> <tr> <td>P1 90.53%</td> </tr> <tr> <td>P2 93.15%</td> </tr> <tr> <td>P3 77.27%</td> </tr> <tr> <td>P4 91.49%</td> </tr> <tr> <td>P5 90.70%</td> </tr> <tr> <td>P6 86.49%</td> </tr> <tr> <td>P7 96.15%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>On Track Reading</th> </tr> </thead> <tbody> <tr> <td>P1 74.74%</td> </tr> <tr> <td>P2 84.93%</td> </tr> </tbody> </table>	On Track Listening Talking	P1 90.53%	P2 93.15%	P3 77.27%	P4 91.49%	P5 90.70%	P6 86.49%	P7 96.15%	On Track Reading	P1 74.74%	P2 84.93%	<p>We will look to increase attainment by 5% at each stage next session.</p> <p>Good</p>	
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	<p>remains fairly stable with most children achieving expected levels. At Second level attainment the majority of children achieving Second Level.</p> <p>Attainment in Maths and Numeracy is good with most children achieving expected levels.</p>	<table> <tbody> <tr> <td>P3</td><td>78.79%</td></tr> <tr> <td>P4</td><td>78.72%</td></tr> <tr> <td>P5</td><td>72.09%</td></tr> <tr> <td>P6</td><td>78.38%</td></tr> <tr> <td>P7</td><td>73.08%</td></tr> </tbody> </table> <table> <thead> <tr> <th colspan="2">On Track Writing</th></tr> </thead> <tbody> <tr> <td>P1</td><td>75.79%</td></tr> <tr> <td>P2</td><td>84.93%</td></tr> <tr> <td>P3</td><td>71.21%</td></tr> <tr> <td>P4</td><td>72.34%</td></tr> <tr> <td>P5</td><td>60.47%</td></tr> <tr> <td>P6</td><td>56.76%</td></tr> <tr> <td>P7</td><td>50.00%</td></tr> </tbody> </table> <p>Attainment in Maths and Numeracy is good with most children achieving expected levels.</p> <table> <thead> <tr> <th colspan="2">On Track Numeracy</th></tr> </thead></table>	P3	78.79%	P4	78.72%	P5	72.09%	P6	78.38%	P7	73.08%	On Track Writing		P1	75.79%	P2	84.93%	P3	71.21%	P4	72.34%	P5	60.47%	P6	56.76%	P7	50.00%	On Track Numeracy		
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Tracking wider achievements.	Our attainment over time has been changeable due to the rapid growth of our school at all stages. However, all children are making progress from prior levels.	SLT hold termly tracking meetings to look at data. All teaching staff are familiar with SIMD profile of their class and consider barriers to attainment such as EAL, ASN, Gender and consider attendance as well.	All teaching staff use EDICT to track whether learners in their class are on track, not yet on track or not on track. Almost all teaching use the CIRCLE document to consider supports and strategies for children who are not on track.	Staff will access training for new tracking system and begin to record wider achievements using this.														

	<p>Interventions are in place such as Fresh Start to support reading and writing.</p> <p>Digital tools have supported attainment in reading and writing particularly at second level.</p> <p>Staff used EDICT to track wider achievements from August – December 2024.</p> <p>Termly Achievement Assemblies have been successful in raising the profile of wider achievements and celebrating these as a community.</p>			
QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
Safeguarding and Child Protection.	<p>All staff are aware of their responsibilities in relation to Child Protection.</p> <p>All staff know how to report and record concerns</p>	<p>All staff have completed Level 2 Child Protection training.</p> <p>All SLT members have completed Level 4 Child Protection training.</p>		Choose an item.

	<p>relating to safeguarding and Child Protection.</p> <p>All staff and almost all children are aware of UNCRC Rights of the Child.</p> <p>All staff and almost all children are aware of equalities and inclusion and can use the wellbeing indicators to describe their own wellbeing.</p>	<p>Staff complete a Wellbeing Concern form if they have any concerns about a child.</p> <p>SLT hold weekly Pastoral Care meetings to review all Wellbeing Concern forms and to note follow-up actions.</p> <p>Concerns are also noted on Pastoral Notes on SEEMIS.</p> <p>We have active pupil groups for RRS and Equalities who lead assemblies and improvements in this area.</p> <p>Restorative approaches are in place to manage behaviour and we have had 0 exclusions since we were established as a school in 2020.</p> <p>Bullying and racist incidents are recorded on SEEMIS in line with council policy.</p>	<p>We hope to achieve our Silver and then Gold awards for RRS by August 2025 and August 2026, respectively.</p>	
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QI 2.2 Curriculum: Theme 3 Learning pathways				
Staff have collaborated to create a curriculum rationale. Curriculum Overview supports teaching staff in effective pupil-led planning.	We have developed our use of meta skills, matching these to our values (ALL) to further develop child-led learning and play experiences.	Almost all children can articulate skills that they are developing through play experiences, and many are starting to target gaps (becoming assessment capable).	Embed Global Goals, UNCRC and Meta Skills in Planning. Create leadership opportunities for all classes, making every child an expert in GG, UNCRC and Skills. Improve confidence when creating links between play, learning and sustainability.	Choose an item.
QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				
Strengthen the Parent Council in representing views and interests of all parents and carers including diverse groups.	The PC have met regularly over the session and have worked hard to seek and represent views of all parents. Equalities group involves staff, parents and children and they also share their views regularly through assemblies.	To date we have: <ul style="list-style-type: none"> successfully contacted families who would benefit from accessing and being aware of this Hub. Successfully contacted relevant members of the wider community to assist in supporting the Hub and our families as 	Continue to develop and grow our groups.	Choose an item.

<p>Establish a Parent Room.</p> <p>PSO with a remit for supporting parents to access benefits, entitlements etc. Also supporting parents to build strong relationships within the community and supporting with learning opportunities.</p>	<p>We established our Holistic Inclusion Hub with a grant of £17,654 from Scottish Government School Library Improvement Fund.</p>	<p>required, including the Polish and Indian consulates and Kay Haggerty who is Minister at Gracemount COS Church.</p> <ul style="list-style-type: none"> Organised and catalogued all library resources, ensuring optimal access for EAL learners, and children with any additional support needs. Met with all relevant pupils as well as our Equalities Group members to promote languages and cultures currently represented in our school. Opened the space up to those identified pupils, creating a safe, nurturing, and welcoming space they know they can access as needed. Facilitated the use of the space for 1:1 pupils and staff, ensuring that their needs can be met in a 		
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		<p>calm, quiet and nurturing environment.</p> <ul style="list-style-type: none">• Regularly communicated with Frogston PS staff to build a picture of both available training and resources as well as staff CPD requirements with a view to PSO supporting staff in this regard and booking as needed. We are now booked in to EAL training for all staff in both August and October in-service days.• Worked hard to foster and nurture positive relationships with parents in our community and built a small but dedicated team of volunteers. The volunteers are currently being trained with the end goal of them leading the Hub, making it the sustainable venture		
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		<p>we had always hoped for.</p> <ul style="list-style-type: none">• Liaised with visiting library team on a weekly basis to discuss potential options and ideas for further maximizing reading for enjoyment and community participation moving forward.		
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