Frogston Primary School Improvement Plan 2025-26

Three Year School Plan for Improvement			
Quality Indicator	**2024-2025**	**2025-2026**	**2026-2027**
1.3	• Developed a corporate planning strategy	• **Learning, Teaching and Assessment pedagogy** • **Parental Engagement Strategy**	• **Embed Learning, Teaching and Assessment pedagogy** • **Embed Parental Engagement Strategy**
2.3	• Introduced LC framework • Edinburgh Learns training and advice	• **Learning, Teaching and Assessment pedagogy**	• **Embed Learning, Teaching and Assessment pedagogy**
3.1	• Embedded use of wellbeing indicators to track pupil's wellbeing. • Supported families to access food, clothing, advice	• **Review Positive Relationships Policy** • RRS (Silver)	• Embed reviewed policy • RRS (Gold)
3.2	• Implemented use of Pupil Tracker for Literacy and Numeracy targets and writing grades • Introduced Assessment Cycle – linked to evidence in Scrapbooks.	• Pupil Tracking • Tracking of interventions	• Embed Pupil Tracking
Additional QIs			

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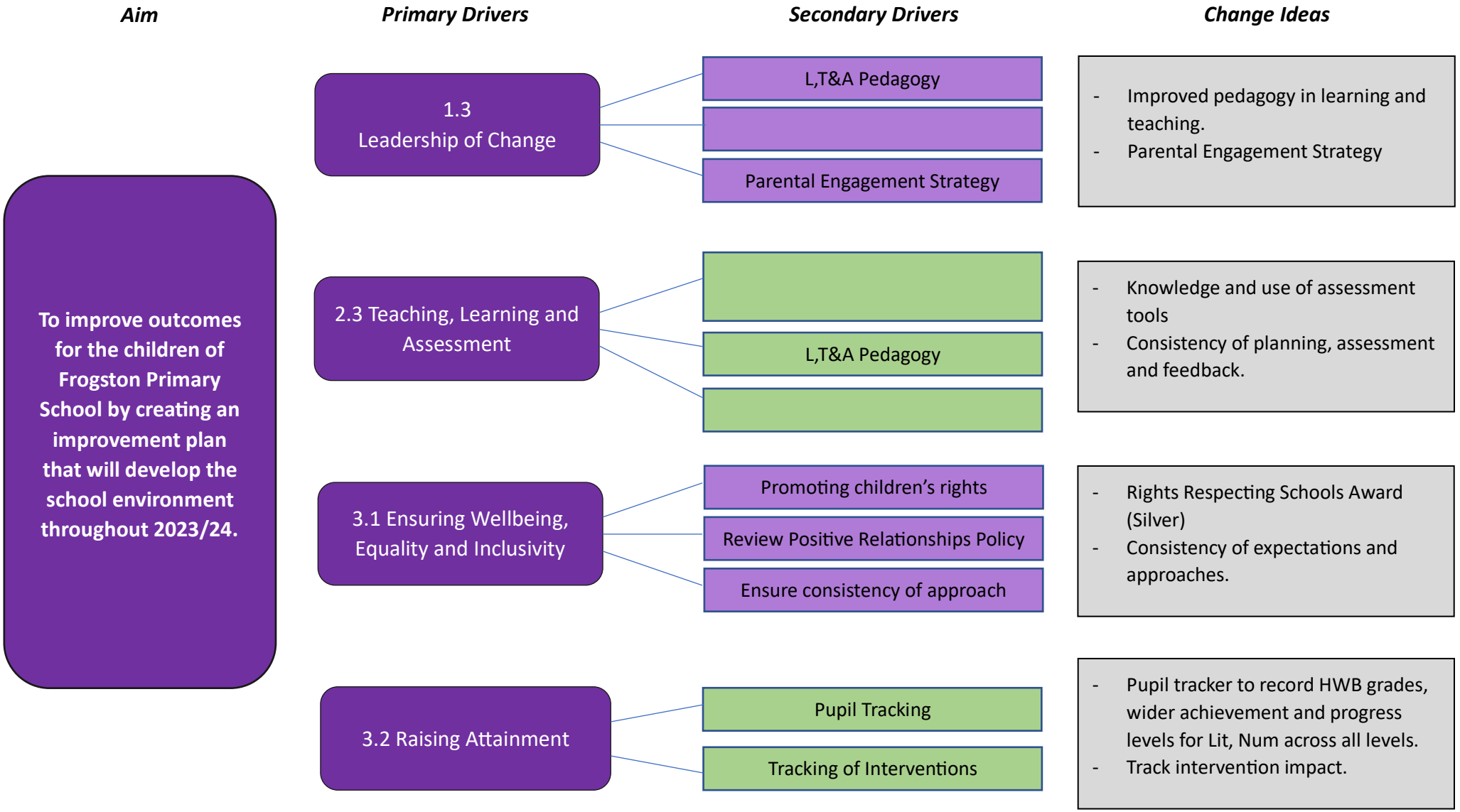
Driver Diagram



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1.3 Leadership of Change

Change ideas	Tasks	Measuring Impact	Timescale	Responsibility	Evaluation
To creating a positive and engaging learning environment, utilising diverse teaching strategies, fostering student-centred learning, and promoting continuous professional development. This includes incorporating differentiation and AiFL, providing timely, actionable feedback, and embracing technology to enhance learning experiences	* Establish clear expectations (planning, assessment, universal supports, book looks etc) * Encourage positive relationships (review positive relationships policy, building strong, consistent and secure relationships between teachers and students and students and each other) * Differentiated L&T (An agreed LC suite of differentiation and for all staff to be clear about both differentiation and AiFL) * Planning to be engaging, relevant, purposeful and experiential (Use new planning format and Frogston Experiences)	- Attainment data. - All staff and pupils clear about expectations. - Consistency across stages for what a lesson should look like (LC one page, classroom as a resource etc) -Clear evidence of differentiation and AiFL evident in planning, classrooms and lessons. - Positive relationships with better behaviours and secure relationships.	In-service day August – whole staff team CAT sessions (at least 3 to look at each of these aspects of L,T &A) Jotter checks Pupil Profile checks Tracking meeting evidence Teacher judgement backed by assessment evidence. Working group made of staff, pupils and parents to look at our current policy, make necessary changes. Assemblies and information for parents to ensure understanding of all stakeholders. CAT session/In Service time	SLT – DHT (AB) lead for L, T and A HT & KMcD	
To improve the range and effectiveness of our suite of parental engagements so that parents feel more positive about the school, more included and better understand their child's	* Increase Stay and Play opportunities * Schedule Scrapbook drop-in sessions where parents can attend to look over their child's learning, achievements and progress.	- Improved parental survey scores and improved feedback from parents through parent survey, specifically re. understanding their children's learning and progress.	Parent Council meetings Drop-in sessions	HT	

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learning and how to support them.	* Parental Involvement Calendar to be mapped at start of academic year 2025-26 (tied to the agreed Frogston Experiences document) * Increased use of school website. * Continue and expand Gardening Gang and advertise/share successes and events.	- "You said/We did" wall or Website posts/App posts.			

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2.3 Teaching, Learning and Assessment

Change ideas	Tasks	Measuring Impact	Timescale	Responsibility	Evaluation
To creating a positive and engaging learning environment, utilising diverse teaching strategies, fostering student-centred learning, and promoting continuous professional development. This includes incorporating differentiation and AiFL, providing timely, actionable feedback, and embracing technology to enhance learning experiences	* Establish clear expectations (planning, assessment, supports, book looks etc) * Encourage positive relationships (review positive relationships policy, building strong, consistent and secure relationships between teachers and students and students and each other) * Differentiated L&T (An agreed LC suite of differentiation and for all staff to be clear about both differentiation and AiFL) * Planning to be engaging, relevant, purposeful and experiential (Use new planning format and Frogston Experiences) * Embed consistent approach to formative assessment in lit, num and HWB, linked with dialogical marking scheme/feedback, and Scrapbooks.	- Attainment data. - All staff and pupils clear about expectations. - Consistency across stages for what a lesson should look like (LC one page, classroom as a resource etc) -Clear evidence of differentiation and AiFL evident in planning, classrooms and lessons. - Positive relationships with better behaviours and secure relationships.	In-service day August – whole staff team CAT sessions (at least 3 to look at each of these aspects of L,T &A) Jotter checks Pupil Profile checks Tracking meeting evidence Teacher judgement backed by assessment evidence.	DHT – Aimee Bainbridge lead for L, T & A Lesley Liddle lead for Reading	

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3.1 Ensuring Wellbeing, Equality and Inclusivity

Change ideas	Tasks	Measuring Impact	Timescale	Responsibility	Evaluation
Rights Respecting Schools Award (Silver).	* RRSA pupil groups meet regularly. * Implementation of actions from Action Plan for Silver. * Identify and gather evidence. * Measure progress. * Complete and submit School Evaluation: Silver.	Ongoing evaluation in line with Action Plan for Silver. School Evaluation completed and submitted to RRSA body. Accreditation visit from RRSA.	Pupil group meeting weekly to plan actions, incl. regularly input through assemblies. Aim to submit evaluation in autumn term.	VC, pupil group, and all staff and pupils.	
Review Positive Relationships Policy to build strong connections between teachers and students, and among students themselves, with consistency a key outcome.	* Review, revise and relaunch the Positive Behaviour Policy. * Provide training as needed to ensure that all staff understand the approaches we are taking and have 'buy in'. * SLWG to focus on how well it fosters a positive ethos, promotes good communication, and ensures students feel included, respected, and safe. * Consider how well the policy aligns with national guidance, and the UNCRC. * **Clarity**: Ensure that the policy clearly defines what constitutes positive relationships and behaviour, what restorative approaches are (and how we use them) * **Consequences:** Are consequences for inappropriate behaviour fair, consistent, and restorative? *** Support Systems:**	All staff know, understand and agree with the new policy. All can confidently follow it, consistently. - Positive relationships are more consistent across the school, with better behaviours and more secure relationships (both staff/peer and peer/peer).	Working group made of staff, pupils and parents to look at our current policy, make necessary changes. Assemblies and information for parents to ensure understanding of all stakeholders. CAT session/In Service time	HT, KMcD	

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	Does the policy outline support systems for students who are struggling with behaviour or relationships?				

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3.2 Raising Attainment and Achievement

Change ideas	Tasks	Measuring Impact	Timescale	Responsibility	Evaluation
Tracking Lit, Num, HWB and wider achievements	- All staff to use Pupil Tracker, supported by Stephen Jamieson. - All staff to use the agreed Frogston Experiences and Wider Curriculum planning to ensure equity and consistency.	Improved analysis and tracking of wider achievements to ensure we address gaps in this area.	Tracking meetings – one per term Analysis of data	SLT Class Teachers SfL teachers Nurture teacher	
Tracking and evaluation our interventions	- All interventions are tracked to measure impact. This data is used to critically evaluate the interventions and allocate time, resources etc appropriately, commensurate with their success.	- Improved attainment of identified pupils according to the targets set.	Tracking meetings – one per term Analysis of data	SLT Class Teachers SfL teachers Nurture teacher	

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ELC/Nursery Improvement Priority 1 2025-26 (if applicable)				
Priority	Develop the quality and quantity of observations to ensure they effectively capture significant learning and are used to inform intentional and responsive planning.			
Person(s) Responsible	ELC SLT			
Next Steps from Standards and Quality Report	• SLT to continue to create time and opportunities for staff to deliver strategies and interventions required for progression and development. • SLT to continue to record and monitor children's progression and development. • Staff to develop skills and knowledge around observations, ensuring high quality observations in all curricular areas			
Links to Quality Framework: **Quality Indicators**	1.3 2.3			
Key Issue/Challenge (why?)	**What will solve the Issue/Challenge (what?)**	**Implementation Activities (how, when and who?)**	**Outcomes (what does success look like?)**	**Measurements (how will you know?)**
• Learning journal observations should capture significant learning and development. • Create a direct link between planning and observations.	• Regular monitoring of learning journals observations. • Explicit links to be formed between DMLOs, progression pathways and focus for observations • Develop staff observation skills in	• SLT will use CEC observation monitoring toolkit to regularly monitor the quality of observations. • 1 EYO will lead on learning journals, supporting staff to evidence across the curriculum areas.	• High quality observation data in learning journals that demonstrate progress linked to DMLOs and progression pathways. • Clear links between planning and observations with focused skills.	• Use self evaluation log to track and monitor quality of observations and impact on learning and planned next steps. • Clear evidence of interventions and the impact this is having on Indvidual's development and learning.

	writing high quality observations. • Clear areas of development and next steps for children	• EYO's to use observations/ DMLO data and progression pathways to inform planning. •		
Evaluation (January, May)				

ELC/Nursery Improvement Priority 2 2025-26 (if applicable)	
Priority	Developing high quality experiences that are differentiated to support children's progress.
Person(s) Responsible	ELC SLT

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Next Steps from Standards and Quality Report	• Continue to embed Hanen principles and offer high quality interaction to support language and communication development. • Continue to use relevant documents and guidance to create a high quality setting that meets the needs of individual learners and identifies areas of required progress.			
Links to Quality Framework: **Quality Indicators**	2.3 3.2			
Key Issue/Challenge (why?)	**What will solve the Issue/Challenge (what?)**	**Implementation Activities (how, when and who?)**	**Outcomes (what does success look like?)**	**Measurements (how will you know?)**
• A recent thematic review found that provision for our 2 year olds was an area for improvement. We will seek specific CLPL for staff that will further support the development of our 2 year olds. • Look more closely at differentiating, offering high quality learning experiences for literacy, numeracy and HWB.	• Developing a T2 base with resources and planning specific to our younger learners. • High quality literacy, numeracy and health and wellbeing experiences. • Skills focused intentional planning.	• Playroom 2 will be developed as a T2 base, with specific resources and planning for our younger learners. EYO Kasia will lead this alongside 4 EYP's using the Growing Your Potential document to create the space. • EYO's will identify focused skills for planning that will be differentiated across the setting and will inform observations.	• Children will be experiencing high quality literacy, numeracy and HWB opportunities, that are differentiated to support their individual progress.	Robust self evaluation log, evidencing the progress made and the impact differentiated experiences are having on children's learning.
Evaluation (January, May)				

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Learning Community Information	
Schools/Establishments	Gracemount Learning Community – Gracemount High School, Gracemount Primary School and Frogston Primary School
Head Teachers	Ross Hunter, Lesley Boyd, Lorraine Lawrie
Link QIEO	Rosie McColl

Learning Community Improvement Priority 1 2025-26	
Priority	• Improve quality and consistency of learning and teaching across the Learning Community. • Improve the quality and consistency of writing in the BGE curriculum across all LC schools.
Person(s) Responsible	HTs
Next Steps from Learning Community Evaluations	There is a lack of consistency in the quality of L&T across the LC which can lead to disengagement and underachievement. This is based on SSE evaluations across all schools. Writing is a barrier to achievement and attainment in the Senior Phase.

HGIOS 4 QIs	NIF Priority
2.3	Raising attainment

Learning Community Improvement Priority 2 2025-26	
Priority	• Through SEF funding we will develop and embed a Youth Work Program to target pupils on or at risk of PT timetable to improve wellbeing, engagement in learning and attain/achieve through wider accreditation. • Develop an integrated approach across the LC to embed the learning community allocation with a year 1 focus on priority pupils.
Person(s) Responsible	HTs

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Next Steps from Learning Community Evaluations	• Dysregulated behaviors that lead to risk of or actual exclusion • PT timetables are not always meeting the needs of pupils leading to a lack of a sense of belonging to the school. • Concerns around lack of youth work engagement which is increasing the risk of anti-social behaviour .

HGIOS 4 QIs	NIF Priority
3.1	**Improving wellbeing**