Frogston Primary School
Standard and Quality Report
2024-2025

Frogston Primary School is a new school established in Edinburgh in August 2020, with the new building opening in August 2021. 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 17 classes with a projected roll of 481 pupils in August 2025. For the past three years we have also had an Enhanced Support Base for 8 children who had been allocated a specialist class place. However, the ESB is moving to Clovenstone Primary School in August 2025 to free up much needed space at Frogston Primary School for catchment children.

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 2025 – 2026 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. Henry Brothers have been contracted to carry out the project and work started on 9th June 2025 with a projected completion date of June 2026.

We have 112 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. We have carried out a significant amount of development work with staff around planning for these experiences to ensure that learning at all stages is linked to curriculum for excellence experiences and outcomes, is progressive and where children understand what they need to do to be successful. We will continue to work on how these experiences and outcomes are delivered at each stage, ensuring that learning and teaching is consistent and challenges children to build on prior knowledge and skills.

School improvement

In November 2024, we took part in a Supported Self-Evaluation led by our QIEO, other members of the central team and invited Head Teachers. We have used the feedback from the report to inform improvement priorities for the rest of the session in our action plan, details of which are outlined in the report below. We focused on developing our corporate planning strategy ensuring consistency and progression across levels, supported by the Edinburgh Learns Team who delivered training to our teaching team, developing teachers' and knowledge and understanding of long-, medium- and short-term planning. We continue to work on developing our teaching and learning approaches and are working with our community schools on a consistent approach to essential ingredients for each lesson including the following aspects: Daily review, Learning Intentions and Success Criteria, Differentiation, Questioning, Feedback and Plenary.

This session we have had 16 classes from P1 to P7 with 437 children enrolled. In the Senior Leadership Team there is a full-time Head Teacher, full-time Depute Head Teacher, part-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 15 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 2.5 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, 16 permanent Pupil Support Assistants and 2 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.
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, badminton 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, play and art therapy, The Yard, Play Boxes, Talk and Move groups, Sensory circuits and Speech and Language sessions.

Standard and Quality Report 2024-25

School				
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)				
Developing a shared vision, values and aims relevant to the school and its community	*3*			
We have developed a clear vision and values for our school and have revisited annually with staff. Meta skills are matched to our values allowing children to think about their progress within these and to think about next steps.	Almost all children know, understand and can talk about our values. Meta skills are matched to our values allowing children to think about their progress within these and to think about next steps. At our recent Sports Day, children were allocated points against the values, leading to better team spirit and a more inclusive atmosphere.	92% staff report that they understand and use the values to encourage and support children's experiences at school, leading to improvements in outcomes. 92% staff report that they are clear about the school strengths and areas for development. 96% of parents say that their child likes being at Frogston.	We will continue to embed our work in this area, ensuring new staff fully understand our vision and values.	
Strategic planning for continuous improvement				
Staff Leadership Groups action planning system agreed and explained to all staff. SLT to lead SLGs to ensure targets set, reviewed, met and reviewed	Literacy group is well established and has achieved targets set for year.	New reading scheme has been purchased, organsied and ready for August. Literacy interventions are showing positive gains for almost all children who receive this support.	Agree on SLT to lead each SLG. Agree action plans for each SLG at start of academic year 25-26. Groups will include:	

again.		Oxford Owl logins distributed to parents to support children's reading at home.	Literacy RRS Play-based learning Parental Engagement (including equalities)	
	Equalities group led on the following: Community EID celebration Additional funding at Christmas, EID – presents, winter coats. Uniform bank as well as packs of clothing for those who requested it. Discovery referrals Referral to Family and Household support. Agreed to streamline and reduce SLGs to ensure consistency and high quality.	91% of parents are positive about the support for children's wellbeing.		

Implementing improvement and change

SLT have developed approaches to strategic planning for continuous development. Since SSE, SLT have focussed on quality assurance processes, ensuring that guidance is being followed consistently. QA included: Planning meetings Tracking meetings Intervention evaluations Jotter checks Classroom drop-ins Pupil Council feedback Staff feedback survey Parent feedback survey	HT meets pupils from every class weekly to do jotter check weekly and ask pupils about strengths/next steps in learning (Spinning wheel selector). HT observing inconsistencies but evidence of good practice that can be shared (effective AfL). All teachers now using new planning templates. All teachers using Pupil Tracker to record pupil target grades, working grades. P1, P4 and P7 teachers also recording achieved grades. (Literacy, Numeracy this session)	SLT have accurate intelligence about the quality of learning and teaching and the attainment, achievement of all leaners; clear evidence of improvements based on actions taken as a result of self-evaluation. 93% staff strongly agree or agree they are clear on school strengths and areas for development.	Through gathering of views, we have agreed the following priorities with staff and parents: * Improved pedagogy in learning and teaching * Knowledge and use of assessment tools * Clear rationale and development of play experiences across all levels * Consistency of expectations - revision of Positive Relationships Policy * Development of our Parental Engagement strategy. e.g. stay and play sessions, sharing learning sessions including homework	

			Pupil Tracker to be used to record health and wellbeing grades, wider achievements and progress levels for Lit and Num next session at all stages.	

QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)

Learning and engagement			3		
Learning Journals swapped to Scrapbooks – Whole school approach has been agreed and is in place including a system for pupil feedback (L,N & HWB cycle), which requires pupils to action feedback given. 1st Scrapbook Sharing Event scheduled for June 25, where parents and pupils can look over progress made, feedback given and actioned etc.	26.02.25 Staff CAT - expectation for feedback. Feedback template implemented by end of Feb 25 for trial 3. Include process and expectation for feedback Write into L, T &A policy. Done - May 25	Learners receive high quality feedback and have an accurate understanding of progress in learning and next steps. This feedback and their responses to it can be clearly followed to show a pathway of supported progression. Pupils become assessment capable.		QA calendar and Parental involvement calendar to be mapped at start of academic year 25-26. Add in scrapbook sharing events, Stay and Plays (incl Sports Day) and assemblies.	

Quality of teaching				
Reviewed and amended LT&A policy to ensure focus on high quality and consistent learning experiences across the school. HWB identified as priority. HWB planners in place. Wellbeing Wheels in use in all classes.	Learning, Teaching and Assessment policy has been amended and updated and shared with all staff (May 25) Learning Community WAGOLL (one page) created and shared with staff ready to be in place Aug 25.	All staff have a shared understanding of what high quality learning and teaching looks like; learners experience consistent L&T approaches; learning is differentiated and appropriately challenging. 100% of teachers at Frogston strongly agree or agree with the following statements: • The ethos and culture of	*Agreed universal supports in each class *1 page visible in each class SLT to reg check and quality control. SLT to develop plan to ensure consistent implementation.	

		our school reflects a commitment to children's rights and positive relationships. • Children are eager and active in their learning and interact well during activities. • Learners in our school receive high-quality feedback and understand what their strengths and next steps are. • I use educational research and/or training opportunities to improve learning and teaching. • There are effective systems in place to assess, track and monitor progress of all children.		
Effective use of assessment				
SLT met with Literacy and Numeracy Development Officers (Feb and March 25). P1,P4 and P7 teachers & EL team were given extra support by the DOs, to use assessment evidence to plan for progress and attainment. LC agreed a WAGOLL for universal offer (what a good lesson looks like) Lit, Num and HWB dialogical assessment cycle agreed and in place in all classes.	All teachers demonstrated use of Benchmarks when making judgements about levels of progress for Literacy and Numeracy. Increased understanding of evidence needed to back up judgements particularly at P1, P4 and P7 stages.		Learning Community to agree on universal AifL and differentiation suite for use in all schools. SLT to regularly review planning and learning and observe classes to ensure universal offer is in place in all classes and then provide quality control feedback to staff. SLT to develop a plan to ensure consistent implementation across staff/classes.	

			Track data to identify which interventions and strategies are having the most impact.

Ensure evidence of progress is robust, backing up teacher's judgements of achievement. | |

Planning, tracking and monitoring

Development plan system which identifies what is to be learned & assessed and embed regular, robust quality assurance processes to review impact.
Implemented consistent planning templates for long/med and short-term planning.
Introduced contents page for planning, updated wider curriculum, trips and experiences expectations/map.
Introduced new assessment cycle and Pupil Profiling.	New planning templates and expectations introduced and explained. Expectations now in place for whole team.
QA including book looks (Fri), planning meetings working well.
New assessment cycle (L,N,HWB) and Pupil Profiles (scrapbooks) providing additional regular trackable assessment.		Reg reviews and staff evaluation. 19/3/25 - Edinburgh Learns team met with P1, P4 and P7 staff to discuss evidence in jotters and how to plan next steps to ensure coverage of Es and Os. Whole staff CAT session to go through corporate planning expectations and new templates.	

QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)

Wellbeing		3		
Wellbeing indicators have been given a relaunch at assemblies and in class, following the SSE.	Wellbeing wheels now in place in every classroom and being used regularly for children to measure their wellbeing using the indicators. Pupil Council reported at recent meetings that all classes are now using the indicators regularly. Children are clearer about each indicator and are now measuring their own wellbeing, at least once a term, and including their personal targets in this area in their Pupil	**93% of staff agree or strongly agree that they are sensitive and responsive to the needs of individual children.**

100% of staff agree that the school has created an environment where children feel listened to and able to discuss personal and sensitive aspects of their lives.

94% of parents agree that staff | Review Positive Behaviour and Relationships Policy to ensure clarity and understanding for all.

Refocus on RRS work as this has not been given enough of a focus this year. We will restart pupil/parent staff group in the new session with a member of SLT to oversee and ensure progress is made towards Silver Award. | |

This term HWB progression planners have been used by all teachers to ensure consistency in this area. This included Building Resilience planners that are linked to whole school themes.	Profiles (Scrapbooks) Whole school focus on Making a Difference this term. All classes came up with an idea of how they could make a difference. They planned their learning, implemented their change and then reported on progress at assembly. This was an inspirational piece of work, which motivated almost all pupils.	**treat their child fairly and with respect.**	**Record health and wellbeing targets and working grades on Pupil Tracker for individuals and look for targeted support for those we identify with gaps.**	
Parental Engagement Improved through Scrapbook and Sports Day related 'Stay and Play' offers, the Gardening Gang and ongoing embedding of our Chickens, Orchard and Allotments. Profile of PE and sports improved through use of dedicated PE specialist staff, numerous clubs and competitions including lunchtime running, interschool rugby and Cross Country, improved Sports Day provision.			Expand Community Outdoor provision in line with parental feedback.	

Fulfilment of statutory duties

All Part Time and Flexible timetables have been submitted to EWS as per CEC policy. RAs and agreed plans reviewed for high tariff pupils ensuring all relevant staff know what to do to minimise risk of deregulated behaviours and maximise safety of all. All 1:1 pupil timetables and support plans reviewed by SLT. Agreed system in place to allow for clear guidance of support staff (Hot Listing/Plan Books)		Children requiring additional support have high quality individualised and meaningful progression pathways. Attendance at Frogston is higher than at schools with similar demographics.	

LC Attendance Plan agreed with LC as part of ongoing review. Accident and Injury flow chart, tracker/reporting form created and used by all staff. Agreed procedure in place for WBC forms, PNs and SHE portal logs.		Number of pupils with less than 90% Attendance P7, 5 — P1, 5 P6, 6 — P2, 5 P5, 0 P4, 13 — P3, 11 Develop tracker for monitoring all PT and flexible timetables over time. Add regular review of Accident and Incident form to SLT weekly timetable.	
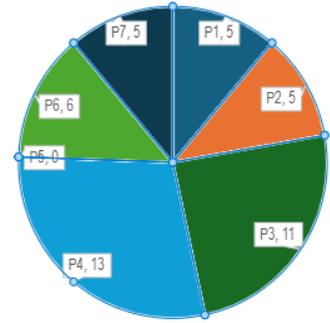
Inclusion and equality

LL met with Suzi Woods, Attainment Advisor, to discuss planning for equity. Suzi will lead CAT session 30/4/25 with teaching staff. Suzi also met with LL and PD to look at evidence gathering for interventions including Nurture, and to support planning for PEF next session. Nurture Boxalls reviewed for every individual pupil May/June25. Tracked against targets. Reviews of Harriet's Literacy interventions, Nicole (Secondary Numeracy) (PEF) tracked May/June 25.	Clear patterns emerging from data, allowing staff to direct pupils off/to alt supports. Universal and targeted learning support is embedded. Universal and targeted learning and support is embedded and is having a positive impact on children's progression with their learning.	96% improved Boxall scores. All pupils from literacy and numeracy intervention groups now on track or improved outcomes.	Develop whole-school Intervention tracking using Pupil Tracking or own spreadsheet and strategically evaluate against data every term.	

QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)

Attainment in literacy and numeracy

Year	Pupils	Early					1st Level					2n
		Reading	Writing	Listening & Talking	Literacy	Numeracy	Reading	Writing	Listening & Talking	Literacy	Numeracy	R
1	73	72.6%	72.6%	76.7%	71%	72.6%	0.0%	0.0%	0.0%	0.0%	0.0%	
2	84	25.0%	25.0%	22.6%	22.6%	7.1%	8.3%	9.5%	10.7%	8.3%	0.0%	
3	75	2.7%	1.3%	1.3%	1.3%	5.3%	2.7%	1.3%	1.3%	1.3%	5.3%	
4	71	80.3%	77.5%	83.1%	78.9%	77.5%	73.2%	70.4%	76.1%	70.4%	71.8%	
5	46	19.6%	17.4%	19.6%	19.6%	26.1%	19.6%	17.4%	19.6%	17.4%	26.1%	
6	41	12.2%	14.6%	12.2%	12.2%	4.9%	12.2%	14.6%	12.2%	12.2%	4.9%	
7	34	67.6%	64.7%	79.4%	79.4%	82.4%	67.6%	64.7%	79.4%	64.7%	82.4%	

Attainment over time

Attainment over time has been tricky to analyse as we have had so many children moving into the school and also moving away, meaning that the data for cohorts over time is not the same children. Going forward it should be easier as we will have a more stable cohort.

LITERACY Achievement at "expected" levels

NUMERACY Achievement at "expected" levels
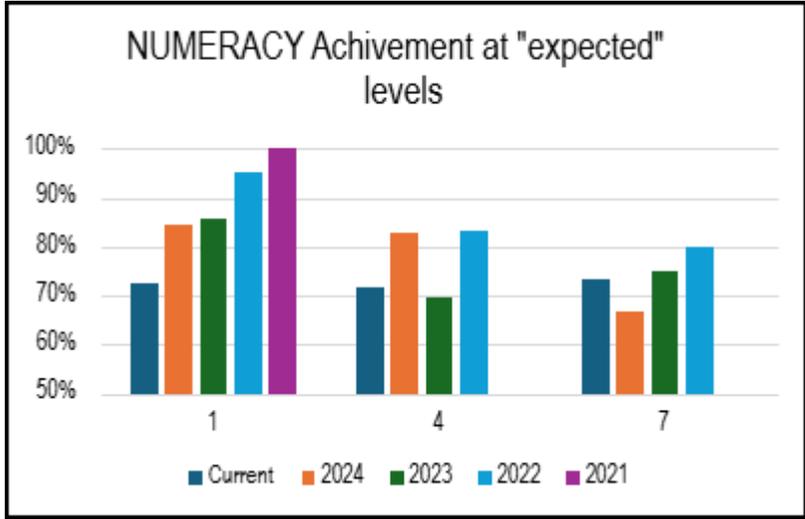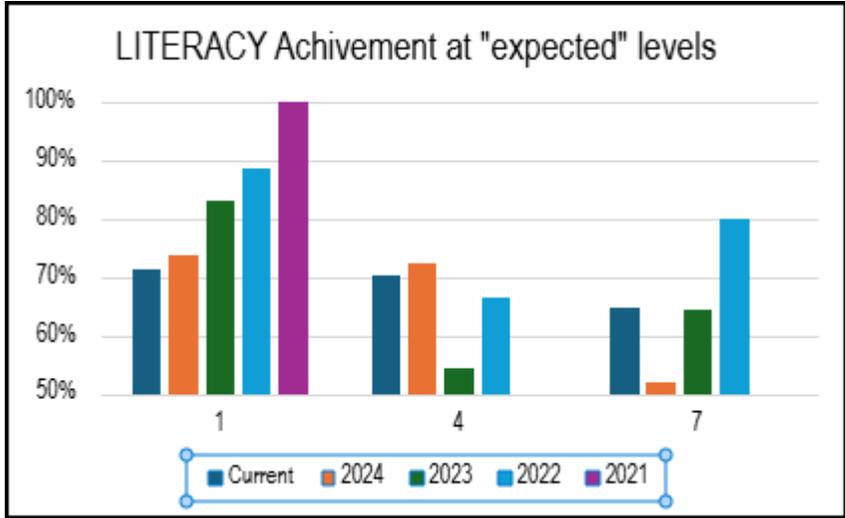
Year	Pupils	Lookup	Current Achieved %		2024		2023	
			Literacy	Numeracy	Literacy	Numeracy	Literacy	Nur
1	73	Early	71%	73%	74%	84%	83%	8
4	71	1st	70%	72%	72%	83%	55%	7

7	34	2nd	65%	74%	52%	67%	64%	75%	80%	80%	0%	

SLT completing termly analysis of Pupil Tracking data to identify attainment trends using new tracker.
Using this data to inform T&A meeting dialogues and universal and targeted approaches to raise attainment. Reviewing impact termly using Boxalls, tracking data and tracking meetings with CTs and SfL staff.

Using tracking data (Pupil Tracker), SNSAs (P1,P4,P7 individual comparison and tracking tool), to identify trends.
Above is used termly to inform and shape tracking and planning meetings with CTs, ensuring that planning (both universal and targeted) is designed to raise attainment.

Overall quality of learners' achievement

Equity for all learners

QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)

Arrangements for safeguarding, including child protection — 3

All red folders in place for Care Experienced children and those on or previously on CP register.
Chronologies are on Pastoral Notes and in line with CEC record keeping guidance.
Health Care Plans are in place for children who require one.
Wellbeing concern forms are being used consistently by all staff. Flow chart and CP Protection policy distributed to all staff.
Visitors are directed to CP co-ordinator, on back of visitors' badge.
PPRs and Blue folders reorganised in line with CEC guidelines.
All CE learners have now been considered for a CSP.
Risk management plans in place for individuals who require one, using CEC template and guidance.
Incident form now in place.
Induction for new staff now in place including A4 overview and staff handbook.
CP procedure is on CEC template.
Sensitive information is stored on Seemis on Pastoral Notes.
Attendance procedures in place, in line with CEC and Community policy.
Actions from CPMs have timed and evaluated regularly.
All staff have completed Level 2 Child Protection training.
All SLT members have completed Level 4 Child Protection training.
SLT hold weekly Pastoral Care meetings to review all Wellbeing Concern forms and to note follow-up actions.

Concerns are also noted on Pastoral Notes on SEEMIS. Bullying and racist incidents are recorded on SEEMIS in line with council policy.				
Arrangements to ensure wellbeing				
National guidance and legislation				
QI 2.2 Curriculum: Theme 3 Learning pathways				*Insert QI Grade*
QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				*Insert QI Grade*

ELC/Nursery Class (if applicable)				
What have we done? (What work/action has been undertaken within the priorities from your improvement plan 24-25? eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc)	**How well are you doing? What's working well for your learners?** (Consider the full QI, self-evaluative statements against each theme)	**How do you know? What evidence do you have of positive impact on learners?** (What evidence do you have? Quantitative or qualitative data to support.)	**What are you going to do now? What are your improvement priorities in this area?** (Identify a few next steps linked directly to progress and impact for this area/priority)	**How would you evaluate this QI using the HGIOELC six-point scale?** (Use the drop-down menu to select your evaluation)
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) **Consider Care Inspectorate: How good is our Leadership, Management and Staffing?** QI 3.1 Quality assurance and improvements are well led				
Developing a shared vision, values and aims relevant to the school and its community				*Insert QI Grade*
Strategic planning for continuous improvement				

Implementing improvement and change				

QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring) **Consider Care Inspectorate: How good is our Leadership, Management and Staffing?** **: How good is our care, play and learning?** QIs: 1.3 Play and Learning and 2.2 High Quality Facilities				
Learning and engagement				*Insert QI Grade*
Quality of teaching				
Effective use of assessment				
Planning, tracking and assessment				

QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality) **Consider Care Inspectorate: How good is our Leadership, Management and Staffing: How good are we at ensuring the best possible outcomes for all our children?** QIs: 1.1 Nurturing Care and Support and 4.3 Staff Deployment				
Wellbeing				. *Insert QI Grade*
Fulfilment of statutory duties				
Inclusion and equality				

QI 3.2 Securing children's progress (Progress in communication, early language, mathematics, health and wellbeing; Children's progress over time; Overall quality of children's achievement; Ensuring equity for all children) **Consider Care Inspectorate: How good is our Leadership, Management and Staffing?: How good are we at ensuring the best possible outcomes for all our children?** QIs: **1.1** Nurturing Care and Support and 4.3 Staff Deployment				
Progress in communication, early language, mathematics, health and wellbeing				*Insert QI Grade*
Children's progress over time				
Overall quality of children's achievement				
Ensuring equity for all children				
QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
Arrangements for safeguarding, including child protection				. *Insert QI Grade*
Arrangements to ensure wellbeing				
National guidance and legislation				
QI 2.2 Curriculum: Theme 3 Learning pathways				
•				*Insert QI Grade*
QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				

•				*Insert QI Grade*

Date of last Care Inspection:	Evaluation- please indicate overall for each question
How good is our Care, Play and Learning?	
How good is our Setting?	
How good is our Leadership?	
How good is our Staff Team?	.