

Supported Self-Evaluation Follow Up Visit Report

School Name: Frogston Primary School

Date: 21.10.25 and 05.11.25

Background

The City of Edinburgh Council Quality Improvement Team undertake Supported Self-Evaluation visits across Edinburgh covering nursery, primary, special and secondary schools. Following this visit, the school, with the support of the authority, amends its improvement plan to take account of any agreed areas for improvement.

Frogston Primary School Self-Evaluation visit took place on 4th and 5th December 2024. See Appendix 1 for findings.

On 21st October and 5th November 2025, a team of Quality Improvement Education Officers and Development Officers from The City of Edinburgh Council visited Frogston School for a follow up visit. They visited classes; held a range of focus groups and worked closely with the senior leadership team to evidence the progress and improvements which the school had made.

Context of the School

School Roll	449	Learning Community		Gracemount	
		Care Experienced (no)		7 pupils	
SIMD 1 and 2 %	16%	EAL %	13%	ASN	27%
Scrutiny Grades		QI 1.3	QI 2.3	QI 3.1	QI 3.2
HMIE School (date)		N/A	N/A	N/A	N/A
School Standards & Quality Report (June 2025)		3	3	3	3

- School S&Q 2024-25 Self-Evaluation Grades**

Quality Indicator	Evaluation
1.3 Leadership of change	3
2.3 Learning, teaching and assessment	3
3.1 Ensuring wellbeing, equality and inclusion	3
3.2 Raising attainment and achievement	3

Strengths and Next Steps

The team found the following strengths in the work of the school:

- The introduction of the Learning Community Teaching and Learning Framework is beginning to develop a shared understanding of expectations across the school.
- The senior leadership team have developed whole-school expectations for long and medium-term planning which has been informed by professional learning. As a result, there is a more consistent approach to planning across the school.
- The leadership team have begun to evaluate the approaches to assessment used across the school and have accurately identified the need to develop as a priority a whole-school assessment strategy.
- There are confident children across the school who are keen to learn and discuss their learning. Learners have the opportunity to engage with the wellbeing indicators as part of assembly, and there is emerging evidence that this is having a positive impact on learners' confidence and ability to talk about their wellbeing.

The following areas of development were identified:

- The senior leadership team need to take a more rigorous and consistent approach to implementing change and evaluating the impact of the work of the school and the changes introduced. This must provide regular and robust opportunities to triangulate evidence to ensure that all monitoring activity results in improved experiences and outcomes for learners across the school.
- Staff should improve approaches to learning, teaching and assessment to ensure all children receive a consistently high-quality learning experience across the school.
- The senior leadership should review and implement the schools Positive Relationships and Behaviour Policy. This should include robust quality assurance processes to allow the senior leadership team to identify and address wellbeing needs and improve outcomes for learners in the classroom, and through targeted intervention.
- Senior leaders should develop a robust Additional Support for Learning strategy to ensure approaches and interventions are positively impacting on learners' attainment, achievement and wellbeing and compliment high quality learning and teaching.

Summary

The Quality Improvement Education team found that Frogston Primary School have begun to take action to address the recommendations made in the areas of improvement identified in the initial Supported Self-Evaluation.

The rate of progress has not been sufficient and as a result, the Quality Improvement Team will work closely with the senior leadership team to ensure that next steps are completed and impact is sustained. This will include the creation of an action tracker and support from the Quality Improvement Service. Progress related to these actions will be reported to the Education Senior Leadership Team on a weekly basis.

Supported Self-Evaluation Summary Findings

The Supported Self-Evaluation on 4th and 5th of December 2024 identified the following areas for improvement. The follow up visit on 21st October and 5th November 2025 focused on these areas for improvement:

- Senior and middle leaders should develop approaches to strategic planning for continuous improvement. This should include refining systematic approaches across the school for quality assurance, self-evaluation, and tracking and monitoring, to ensure changes impact positively on learning and teaching, achievement and attainment of learners. This will allow the school to turn their vision into a sustainable reality.
- The Senior Leadership Team should develop a shared understanding of high-quality learning and teaching approaches in order improve the engagement, attainment and achievement of all learners. This should include clear guidance about how to provide all young people with appropriate support and challenge in their learning.
- The Senior Leadership Team should ensure planning approaches are reviewed and developed to include a focus on purposeful, high-quality learning experiences across the totality of the curriculum in-order to maximise opportunities for children to flourish and learn progressively. This should include a focus on interactions, experiences and spaces, including in the Enhanced Support Provision, to ensure that all planned opportunities have a clear purpose and support learners to make progress in their learning.
- The Senior Leadership Team, and Staff, should embed processes to increase meaningful engagement with the wellbeing indicators. This should ensure all young people know, and can use, the wellbeing indicators as an integral feature of school life, and all staff use this information to improve outcomes for all learners.