



School Information

School/Establishment	Frogston Primary School
Head Teacher	Lorraine Lawrie
Link QIEO	Tony Currie

School Statement: Vision, Values & Aims, Curriculum Rationale

Vision, Values and Aims

- **Aspiration and Achievement:** We encourage high ambitions and celebrate achievements daily. All learners are encouraged to lead their learning and share their passions, interests and achievements.
- **Holistic Development:** We are committed to supporting the whole child, including their spiritual, moral, social, and cultural growth and development. Frogston Primary School values kindness above all else.
- **Inclusive Community:** We promote equality and prioritise positive relationships to ensure a welcoming, supportive environment for all learners. We celebrate diversity, culture and language not only to nurture an inclusive, supportive environment which improves pupil well-being and academic performance, but also to promote empathy, reduce discrimination, and to prepare our pupils for a globalized society by encouraging critical thinking, creativity, and mutual respect for different perspectives.
- **Active Learning:** We are working hard to create and extend our “learning landscape” with high quality indoor and outdoor spaces, including allotments, a wetland, a farm with crops and chickens, and an orchard. High-quality indoor and outdoor learning spaces provide a holistic educational experience that enhances academic, physical and emotional development. Combined, they foster increased engagement, improved focus, and better mental health while supporting diverse learning styles through flexible, hands-on, and sensory-rich environments
- **Core Values linked to learning:** We mapped the Skills Development Scotland Meta Skills Progression Framework to our values of **Achieve, Lead, Love**; signposting our pupils to the skills needed for each.

At Frogston I can...

Primary

Achieve

Lead

Love



Celebrate
Achievement

reflect

challenge
myself

be
courageous

be
resilient

have
Choice

learn
with
technology

exercise my
rights

make
a
difference

explore
passions

collaborate

show
respect

celebrate
uniqueness

use
my
voice

love
my
Community

be
inclusive

Love
myself

be
kind

Three Year School Plan for Improvement			
Quality Indicator	2024-2025	2025-2026	2026-2027
1.3	Developed a corporate planning strategy	- Staff at all levels to take responsibility for implementing change leading to improved consistency across all stages. - 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 - Staff at all levels to take responsibility for improved and equitable planning, delivery and assessment.	Improved pedagogy in teaching reading and writing across all levels.
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)	- Introduce and embed Nurturing Principles across whole school. - Embed reviewed Positive Relationships policy. - Reintroduce RRS to achieve Silver Award this session.
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	- More regular, robust tracking of targeted interventions. - Introduce tracking of wider achievements.
Additional QIs			





Improvement Priority 1 2026-27

Priority	Improve the quality of learning and teaching, with a focus on reading and writing pedagogy and outcomes.
Person(s) Responsible	SLT, Literacy SIG, Literacy co-ordinator, SfL teacher.
Next Steps from Standards and Quality Report	Improving quality of learning and teaching in reading and writing. Improved consistency across the school and improving outcomes.

HGIOS 4 QIs	NIF Priority
2.3, 3.2	Improving attainment in Literacy. (NP5)

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?)
Attainment in Literacy is poorer than in Numeracy, including a poverty related attainment gap.	Improved pedagogy in the teaching of reading and writing at all stages. Extend Literacy Rich programme into P3. Professional learning in how to teach reading effectively and consistently across the school.	Share revised Learning, Teaching and Engagement policy again. Introduce reciprocal reading (Laura) and new writing resource. (1 hour August In-Service)	Improved teacher knowledge, understanding and ability to teaching reading and writing effectively. From baseline survey to after training survey/feedback. Shared Classroom Experiences demonstrate that almost all teachers are using agreed strategies.	Shared Classroom Experiences by SLT and peers. Tracking meetings – analysis of attainment data at each stage including stretch aims and interventions (termly). SLT, SfL teacher, class teachers. Jotter checks (termly). SLT.

	Embedding our new reading scheme including sending books home for further practice. Professional learning in the teaching of writing across all genres. Talk for Writing introduced at First and Second Levels. Shared classroom experiences with matched peers. Take part in National CYPIC Writing project. Professional learning in supporting learners with dyslexia.	Edinburgh Learning professional learning offer: • CF2909 Pedagogy for Reading (6 hours) • Reciprocal Reading (2 hours) • Literacy Rich (3 hours) • CF2993 Pedagogy for Writing (6hours) • CYPIC Writing Project (P4 & P5 teachers, Literacy co-ordinator & HT) • Primary: Literacy Difficulties/Dyslexia (4 hr 40mins)	Improved attainment at P4 and P7. Current P3 overall Literacy attainment is 65%. Our target would be to increase this to 75%. Current P6 overall Literacy attainment is 67%. Our target would be to increase this to 80%. Poverty related Literacy attainment gap in literacy will reduce. • Current P1s – no poverty related attainment gap with 100% of children living in SIMD 2 on track. • Current P2s 5/11 children (45%) on track. Improve to 8/11 on track in P3 (73%) • Current P3s 4/11 (36%) on track. Improve to 9/11 on track in P4 (82%) • Current P4s 10/19 (53%) on track. Improve to 15/19 on track in P5 (79%). • Current P5s 3/14 (21%) on track. Improve to 10/14 on track in P6 (71%) • Current P6s 3/9 (33%) on track. Improve to 7/9 on track in P7 (78%).	Writing moderation(termly). All teaching staff. Robust assessment against benchmarks and using this data to plan more effectively (termly). All teaching staff. Effective and robust tracking of Literacy interventions (Read, Write, Inc and Fresh Start) Sfl teacher, PEF teachers, Alan (PT).
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Evaluation (January, May)



Improvement Priority 2 2026-27

Priority	Introducing and embedding Nurturing Principles across whole school.
Person(s) Responsible	Alan McNeil
Next Steps from Standards and Quality Report	More consistent approach to supporting pupil's health and wellbeing.

HGIOS 4 QIs	NIF Priority
3.1	Improvement in children's health and wellbeing. (NP2)

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?)
Some staff responses to dysregulated behaviour from pupils shows lack of understanding and knowledge of how to use Nurturing Principles to support pupil wellbeing.	Improved staff knowledge and understanding of Nurturing Principles.	Whole staff training – August In-Service (2 hours) led by Pamela Foster, Educational Psychologist. All staff to use the new Positive Relationships Policy and Restorative Conversation folders and flow chart to ensure consistency of approach.	Improved staff knowledge and understanding of Nurturing Principles. Baseline survey to after training feedback. Improved staff knowledge and understanding of Nurture Principles leading to more consistency of approach to managing behaviour in school.	Staff baseline survey and after training feedback. Reduction in instances of red cards being used to call for SLT support. From Jan – June 2026 there were 167 instances. We would hope to



Pupil survey shows some children feel unsafe at school and do not know who to speak to if they have a problem.	More robust and consistent approach to the use of wellbeing indicators as a tool for pupils to measure their own wellbeing.	All teachers to ask pupils in their class to identify a trusted adult	All pupils know who to go to if they have a problem.	reduce this to less than 100 over the course of session 2026-2027. Improved pupil survey results. Improved wellbeing wheel measurements. QA to include termly checks of red cards, restorative conversations, list of trusted adults.
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Evaluation (January, May)

Improvement Priority 3 2026-27 (if applicable)

Priority	To help pupils develop the skills, knowledge and confidence needed to express their views, listen to others respectfully, disagree respectfully and participate positively in their school, classroom and wider community. <i>"Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations."</i>
Person(s) Responsible	Alan McNeill, Kyle Harris
Next Steps from Standards and Quality Report	

HGIOS 4 QIs	NIF Priority
3.1	Improvement in children's health and wellbeing. (NP2)

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?)
Improving peer relationships within the school. Improving pupil resilience around disagreements and 'fallouts'.	The proposed framework seeks to focus on helping pupils develop age-appropriate skills in discussion, decision-making, evaluating information, respectful disagreement and understanding different viewpoints.	Introduce and embed Political Literacy and Citizenship Progression Planner (PLCPP). Using the PLCPP, prioritise play-based learning, storytelling, drama, discussion, enquiry and media	Staff will have increased K&U of key components of Political Literacy and Critical Citizenship and increased confidence teaching it.	Teachers, PSAs and SLT will report less time lost to low-level disagreements and 'fallouts'. Staff will observe increased pupil resilience, awareness of the needs and views of others, improved



All SLT identified that too much SLT time, plus teaching and learning time is lost due to pupil disagreements and the resultant dysregulation. Almost all of these incidents, disagreements etc are not significant on their own. Parent feedback form from March 2026 identified staff and pupil relationships as a strength. However 18.1% of parents responded neutrally and 1.2% negatively to the statement “My child feels safe at school.”	It will be underpinned and supported by our Positive Relationships Policy and Restorative Conversations folder.	exploration to explore key themes and practise key skills. Embed these experiences across everyday classroom practice and curricular areas rather than teach as a stand-alone subject.	Staff and pupils will have increased K&U of relationship resilience, the needs and views of others, engaging with viewpoints that differ from their own and will know how to ‘self-resolve’. Improved peer relationships. More respectful interactions. Fewer escalated conflicts	ability and willingness to engage with viewpoints that differ from their own and increased ability to ‘self-resolve’. Improved peer relationships. More respectful interactions. Fewer escalated conflicts
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Evaluation (January, May)

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ELC- Improvement Plan 2026-27

Improvement Priority 1:	Embed differentiation into practice for experiences to meet the developmental age and stage for all children, Enhancing Playroom 2 so it consistently provides high-quality, developmentally appropriate experiences for 2-year-olds and younger learners.			
Person(s) Responsible:				
Next Steps from S&Q report:				
Links to QI from Quality Improvement Framework:	Leadership: Leadership and management of staff and resources, Staff skills, knowledge, values and deployment, Leadership of continuous improvement Children thrive and develop in quality spaces: Children experience high quality spaces Children play and learn: Playing, learning and developing, Curriculum, Learning, teaching and assessment Children are supported to achieve: Nurturing care and support, Wellbeing, inclusion and equality, Children's progress, Safeguarding and Child Protection			
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?)
This has been identified as an area of improvement and was on last year's improvement plan. Quality assurance has shown an improvement in differentiation through	T2 specific planning to support younger learners. Using 'Realising the Ambition' as an overview of experiences. T2 focused learning for playroom 2 that will offer	Laura EYO will lead the provision for T2's and will lead the planning for playroom 2, supporting staff with differentiation within playroom 2.	Playroom 2 will be an engaging room with developmentally appropriate resources and experiences for our younger children.	Quality assurance classroom visits will focus on differentiation and evidence of this throughout all areas of the nursery specifically the playroom 2 provision for 2 year olds.

the setting; however, it is a working progress and continues to be developed.	developmentally appropriate resources and opportunities for those at the ages and stage of 2-year-old.		Staff will develop their skills and knowledge of differentiation and will be able to support the needs of younger learners and implement appropriate next steps to support progress and development. Observations of our younger children will have clear links to the focused learning.	
Evaluations/ Progress				
January 2027				
May 2027				

Improvement Priority 2:	Ensure staff contribute to high-quality planning cycle. Using responsive and intentional planning to ensure children are getting a variety of experiences. Planning to be evident in the floorbook and children's learning journals.			
Person(s) Responsible:				
Next Steps from S&Q report:				
Links to QI from Quality Improvement Framework:	Leadership: Leadership and management of staff and resources, Staff skills, knowledge, values and deployment, Leadership of continuous improvement Children thrive and develop in quality spaces: Children experience high quality spaces Children play and learn: Playing, learning and developing, Curriculum, Learning, teaching and assessment Children are supported to achieve: Nurturing care and support, Wellbeing, inclusion and equality, Children's progress, Safeguarding and Child Protection			
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?)
New CEC guidance for planning promoting the progression pathways and benchmarks. Planning being adapted to ensure there is a clear focused learning and the focused	SLT to support staff with planning. EYO's to support staff implementing planning into practice. Supporting staff to capture observation and contribute to the planning cycle.	EYO's will lead the planning and support staff to contribute to the planning cycle. EYP's will contribute to the planning cycle, be aware of focused learning and provide experiences	Planning cycle will be consistent with the experience origin apparent and evident. There will be specific focused learning that will inform EYP's observations.	Clear planning cycle on the planning document with a clear explanation why the experience is being offered, responsive intentional, seasonal etc. Quality assurance of floorbooks, looking for

learning is evidenced and recorded.	Clearly distinguished between the Curriculum for Excellence which will inform our planning cycle and the experiences being offered throughout the setting and the DMLO, they will primarily be used for tracking and monitoring children's progress and development. Our tracking and monitoring data will inform our intentional planning.	within the provision to facilitate this.	ALL EYO's and EYP's will contribute to the planning cycle and the floorbook. SLT and EYO's will support EYA'S to be involved in a capacity that suits them.	clear links to the planning cycle. Floorbooks will clearly capture children's voice and their learning experiences.
Evaluations/ Progress				
January 2027				
May 2027				

Learning Community Information	
Schools/Establishments	
Head Teachers	
Link QIEO	

Learning Community Improvement Priority 1 2026-27

Priority	
Person(s) Responsible	
Next Steps from Learning Community Evaluations	

HGIOS 4 QIs	NIF Priority

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?)

Evaluation (January, May)

Learning Community Improvement Priority 2 2026-27

Priority	
Person(s) Responsible	
Next Steps from Learning Community Evaluations	

HGIOS 4 QIs	NIF Priority

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?)

Evaluation (January, May)

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