

FROGSTON PRIMARY SCHOOL



Standards and Quality Report 2025/2026

Our Learning Community

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 18 classes with a projected roll of 480 pupils in August 2026. This year the extension build has been underway and is due to be completed for August 2026. It will have 6 new classrooms and a couple of office spaces situated within the new wing. Primary 4 will be on the ground floor of the extension and Primary 7 will be on the top floor in August 2026.

Our building with our extension will be able to host 21 classes with a roll of up to 610 pupils.

We have 110 children enrolled in Early Years. We have 3 models of delivery with 48 term time places, 20 am/pm places and 12 Monday/Tuesday or Wednesday/Thursday places including 20 eligible 2s places.

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.

School Improvement

In November 2025, a team of Quality Improvement Education Officers and Development Officers from The City of Edinburgh Council visited Frogston School for a Supported Self Evaluation 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.

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.

Progress made since November 2025:

- The senior leadership team now has a full complement of staff including a newly appointed Principal Teacher in January. This has enabled the team to lead and evaluate change in a robust way, following our quality assurance calendar. Recent parent feedback shows that most parents are positive about the learning experiences at Frogston. Staff feedback has been positive about the changes made, highlighting our positive relationships and increasingly consistent approaches to planning and assessment.
- From recent shared classroom visits, most teaching and learning experiences were evaluated at either good or better, showing that our more robust planning structures and clear expectations in terms of learning, teaching and assessment are now being implemented in most classrooms.
- Our Positive Relationships Policy is currently being reviewed, and final draft is about to be finalised in line with City of Edinburgh Council. Almost all teachers are now using restorative approaches to manage behaviour in the classroom with class folders with templates and symbols are in place ensuring consistency across the school and playground.

- An Additional Support for Learning Framework at Frogston has been drafted and shared with all teaching staff. An Additional Support Needs folder has been created for each class, ensuring consistency of process when planning interventions to support learners.

This session we have had 17 classes from P1 to P7 with 437 children enrolled. Our Senior Leadership Team is made up of a full-time Head Teacher, full-time Depute Head Teacher, part-time Depute Head Teacher, part-time Business Manager and a full-time Principal Teacher. We have 16 full-time class teachers including two probationer teachers. We have 1 full-time teacher who covers probationers' weekly day out and who has been giving additionality to Support for Learning when possible. We have three part-time teachers, one class teacher 4 days a week, one Support for Learning teacher 4 days a week and one teacher who delivers our Nurture programme 2.5 days a week.

During this session, the HT was absent for two periods of time; September and October and then again from November to February. The school was also without a Principal Teacher between August and February. This significant reduction in the Senior Leadership Team was challenging for the whole school team and negatively impacted the school's capacity to take forward improvements. We also had the longer-term absence of three of our class teachers this session, meaning that classes were without their permanent teachers during that time.

We currently have 1 Early Years Practitioner supporting transition and play in Primary 1, 14 permanent Pupil Support Assistants. 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. Our average SIMD is 6.1 with about 20% of our children living in SIMD 1 and 2, 6% living in deciles 3-6 and 74% living in deciles 7-10. Our SIMD profile has changed significantly over the course of 5 years as we have grown, with our intake being predominantly from our catchment area now. We have supported families by running a free uniform bank for donations and collections, food hampers, vouchers 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 Volleyball, Gymnastics, Running, Yoga, Football, Multi-sports, Basketball, Ball skills, Chess Club, Games, Lego, Glee Club, Forest Kindergarten and a supported ASN break and lunch clubs. We have a close partnership with Active Schools but due to the halls being used by Daddy Daycare after school it has been challenging to run sports clubs at Frogston after school. However, P4s have completed two weeks of "Bike Forever" cycling and then completed their Bikability training. P5s had a 3-week block of basketball taster sessions run by Blaize Basketball. Active School provided community club offerings including basketball, boxing, dance, gymnastics and multi-sports.

1.3 Leadership of Change

3 - Satisfactory

What have we done?	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Developing a shared vision, values and aims relevant to the school and its community			
- Developed a shared understanding of our values. - We have involved our stakeholders in evaluating and reviewing our positive relationships and behaviour policy and procedures to ensure a firm commitment to high expectations, inclusion, equity and consistency for all learners. - Restorative Approaches have been revisited.	- All staff know our school values and refer to them in relation to behaviour, relationships and attainment. - Almost all teaching staff have demonstrated an increasingly data informed understanding of the socio-economic and cultural context of the school community and their learners. - Almost all pupils know our values and can relate behaviours, choices and expectations to them. - The majority of parents know and understand our school values. - Meta Skills were matched to our values in 2024, to allow children and staff to consider progress within ALL and plan next steps.	- Recent attainment and tracking meetings with class teachers, evidence that almost all have an enhanced understanding of the socio-economic profile of the school, can identify attainment gaps for all learners and have planned appropriate interventions as well as track the impact of these interventions. - The addition of an ASN folder and appropriate training ensures consistency of approaches as well as careful tracking of impacts/next steps. - Recent surveys undertaken with parents/carers and pupils show that the majority know what the school's values are but are not yet fully clear about how this can be seen in either their daily actions our work as a school. - Almost all teaching staff report feeling appropriately involved and in full alignment with the school's ethos and values.	- Continue to embed new Learning, Teaching and Engagement policy, as well as ASN folder and Positive Relationships policy, flowchart and procedure. - Re-establish staff and pupil leadership groups to take forward new improvement priorities. - Review and reinstate work previously done mapping skills to ALL to support pupil understanding.
Strategic planning for continuous improvement			
- All teaching staff and SLT are members of a strategic improvement group under the headings of our school values, Achieve, Lead and Love. - Updates on our action plan and from our SSE have been shared with parents to ensure a better understanding of the continuous improvement of the school.	- Some staff have met within their groups to begin to identify features of the school, our curriculum and practices which need to be enhanced or reformed to ensure that our priorities are fully supported and learner needs met. - All parents have access to the school newsletter (Connect Us App) and newly improved website. Updates pertaining to the life of the school, events and celebrations, and specific updates relating to parental feedback are communicated through our weekly newsletter.	- Some groups have met to consider targets for improvement. 100% of parents surveyed, stated that they were very happy with the new website and improved levels of communication. 174% increase in number of parents responding to our parent feedback surveys from March 2025 to March 2026. - Progress continues to be reported through staff meeting, newsletters to parents and Parent Council meetings and our website. 100% of parents surveyed were very satisfied with the new website.	- Establish a uniform approach for recording staff and pupil leadership meetings, for example an action plan template relating to a School Improvement Priority to ensure impact is tracked. - All teaching staff should attend an aspect of the Edinburgh Learns Teaching Charter CLPL.
Implementing improvement and change			
Conditions are being created to ensure staff feel confident and empowered to initiate change and bring about improvements. Our pupils and parents continue to collaborate on our priorities.	- All teaching staff have selected a Staff Leadership Group within either Achieve, Lead or Love and groups have begun meeting to identify areas for improvement and change. - Almost all teaching staff have taken part in Edinburgh Learns Differentiation Training, as well as insets reviewing, reaffirming and agreeing our new Learning, Teaching and Engagement policy and expectations. - Increased communications through the new, updated website and weekly newsletters are ensuring that parents and the wider community are aware of actions taken in response to feedback as well as actions taken towards priorities.	- Groups of staff are beginning to identify features of the school, our curriculum and practices which need to be enhanced or reformed to ensure that our priorities are fully supported and learner needs met. - Children and young people reported that they had been meaningfully consulted about change and improvement. - At In-Service in May all staff surveyed reported feeling more confident about planning, policies and expectations. - In staff feedback form (April2026), 100% of surveyed staff reported feeling secure about expectations of L,T and A at Frogston.	

2.2 Curriculum (Theme 3: Learning Pathways)

What have we done?	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
QI 2.2 Curriculum: Theme 3 Learning Pathways			
- Implemented the new CEC Numeracy and Maths Progression Pathways at all levels. - Implemented the new CEC Literacy Progression Pathways at all levels. - Embedded use of 4 Learning Context Overview planners and made them available on our website for parents. - Re-introduced Literacy Rich at P1 and P2 stages. - Bought new reading scheme and implemented reading strategy, including reading books going home in third term, as requested by parents. - Embedded HWB progressive programme ensuring this area was given priority, alongside Literacy and Numeracy. - Worked with Green Team at upper stages to improve Outdoor Learning offer - At least one opportunity in each class was delivered beyond the school grounds.	- CEC Numeracy and Maths and Literacy Progression and Pathways have developed consistency of content at each stage. - Consistency of planning across 4 contexts is now evident. - Consistent progressive approach to teaching of literacy in P1 and P2. - All children are now accessing books at an appropriate level for their reading ability. - Children and staff have a shared understanding of Resilience and the Wellbeing Indicators. - A range of learning experiences beyond the classroom (to include playground, local community City and beyond) are available, supporting learners to make learning contextual and meaningful. - Our Orchard and chickens provide children and their families to learn together in partnership. - Partnership with the Green Team has provided highly motivating, contextual learning opportunities.	- Almost all teachers show evidence of planning using progression pathways in One Note. - Planning across 4 contexts is evident in all teacher planning and is shared on school website. - Classroom observations and planning both show that all teachers across P1 & P2 are using Literacy Rich. - SLT checks to ensure books are being used appropriately. All teaching staff took part in Professional learning on how to make best use of new reading scheme has taken place this year at CAT sessions. - Planning shows a range of opportunities in most classes throughout the year. - Almost all learners in P3-P7 have taken responsibility for looking after the chickens. Around 50 families have signed up and supported looking after the chickens at weekends and over holidays. - Almost all P7 children have had the opportunity to learn outdoors led by the Green Team.	- Extend Literacy Rich programme into Primary 3. - Embed consistency of reading expectations across the school. - Take forward CEC Learning for Sustainability priorities. New lead has been established.

2.3 Learning, Teaching and Assessment

4 - Good

What have we done?	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Learning and engagement			
- We have a strong focus on positive relationships, and this is evident in relationships and interactions between staff and pupils and staff and families. - Through our school values we promote and celebrate engagement in learning and motivating pupils to give their best effort. - Pupils exercise choice in their learning using KWL grids when planning contexts for learning. During 'Explore Time' in P1- P3 and through Genius Hour projects in P4 – P7, they can take forward learning matched to their own interests and become more independent in the process. - Pupil Council has been active in taking forward improvements.	- Most children report that staff treat them with fairness and respect. Most report that they know who to speak to in school if they are worried or upset. - In recent shared classroom experience almost all children were engaged in their learning. - In recent pupil surveys, it is noted that some children reported that they do not think their learning is hard enough. - Most teacher's planning shows evidence of 'Explore Time' and 'Genius Hour' as appropriate. - Most children report enjoying learning experiences at Frogston. Most parents report that their child has lots of opportunities to choose how and what they want to learn. - Pupil council actioned the following: - Surveyed classes about what resources they would like for outside. - Listed and actioned purchasing of outdoor resources for break and lunch times. - House Point rewards – considered and tried out ideas. - Surveyed classes regarding use of teacher's first names rather than surname.	- Pupil survey (May 2026) - Shared Classroom Experience data – Nov 2025 and April 2026 - Evidenced in One Note planning. - Pupil and parent surveys - Pupil council meetings, minutes and actions taken forward. Positive feedback for Pupil Council.	

Quality of teaching			
- We reviewed our Teaching Learning, Engagement and Assessment strategy to ensure consistency of approaches across the school, including the 4-phase lesson based on the Gracemount Community Framework. - Staff at all levels have taken shared responsibility for implementing change in L,T&A, leading to improved consistency across all stages for planning, learning, teaching and assessment. - We have introduced the use of 1:1 iPads for individual learners at P4 and P5 stages with identified ASN such as dyslexia to support them with their Literacy, and in particular writing. (Term 4) - Re-introduced our feedback and marking strategy to ensure consistency of approach across the school.	- Almost all teaching staff showed knowledge and understanding of the key expectations of our revised Learning and Engagement strategy. Shown in staff survey (baseline) May 2026. - Follow-up SSE, SCE in Nov 2025 showed significant improvement in consistency of planning and use of the 4-phase learning framework. - Most classes were good or better in the key areas of engagement, pupils understanding purpose, clarity of learning intentions and explanations. - All identified learners are showing more confidence in writing. - Almost all teachers are using the agreed marking scheme to provide feedback and next steps for almost all pupils.	- Evidenced in One Note planning, during planning, tracking and assessment meetings. - Assessment and tracking data. - Shared Classroom Experiences data - Staff, pupil and parent surveys - Pupil Profiles (Scrapbooks) - Jotter checks - Moderation	- Engage with Edinburgh Learns CLPL on Differentiation - Use of effective questioning – Link with Learning Community for Bruce Robertson input on August In-service Day. - Introduce 1:1 iPads for identified P3 learners with identified ASN.
What have we done?	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Effective use of Assessment			
- Introduced Assessment framework and professional learning sessions for staff, ensuring they make the best use of assessment data to increase teacher confidence in making judgements in achievement of and progress within a level. - As a school we held moderation of Writing. - As a Learning Community, we have undertaken moderation in Numeracy. - Through improved use of assessment and tracking and monitoring we have obtained increasingly meaningful data on learner progress and gaps in learning.	- Data obtained enabled us to identify barriers to engagement in learning. This enabled additional support to be directed to these cohorts of learners from their class teacher/PSA. Staff shared pieces of writing they considered to be 'on track' for their stage. Discussion and comparisons were made across stages and levels, leading to greater confidence in making judgements within levels using benchmarks to measure success and progress. - Community moderation of Numeracy supported us to identify gaps across our community in key numeracy skills including multiplication and division.	- Attainment Tracker data including SWRT, SWST, SNAs, Writing and Numeracy assessments. - Pupil Tracking tool data. - Writing marked and moderated against benchmarks termly. - Numeracy gaps identified across the community.	- Continued use of tracking tools to ensure progress within levels and from prior levels. - Tracker for wider achievements to be added to Pupil Tracking tool. 15 mins of protected numeracy time every day in each class with a focus on multiplication and division facts. (LC priority)
Planning, tracking and monitoring			
- Embedded the new CEC Numeracy and Maths Progression Pathways at all levels - Implemented CEC's universal tracking tool (Pupil Tracking) to track each learner's progress and attainment in literacy and numeracy - Analysis of data to identify gaps in literacy and interventions planned. - Tracked all CE pupils using the SEEMIS tracking tool.	- All teaching staff are engaging with data sets for their pupils - Tracking information has been used to identify target learners and interventions planned for various cohorts of learners.	- Almost all teachers report that long- and medium-term planning is proportionate and manageable and that they are clear about expectations. - All teachers are logging into and using Pupil Tracking alongside school level trackers	- Use Pupil Tracking tool to evidence and track each pupils' achievements - Further implement CEC universal tracking tool to track across all curricular areas and increase staff confidence in using analysis tools. - Further engagement with benchmarks to ensure assessment opportunities are planned as part of ongoing learning and teaching.

QI 2.7 Partnerships

Theme 3: Impact on learners- parental engagement

What have we done?	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
- Meet the Teacher induction and information evening (September 2025). - Information event for new P1 parents (June 2025 and 2026). - Further developed our school website - Parental Consultations in October 2025 and March 2026. - We have established and/or maintained the following collaborative groups: - Parent Teacher Council - Gardening Gang - Chicken Families - Staff from the extension - Team Around the Community - Parents with specific skills and contributions.	- Almost all parents attended Meet the Teacher. - Almost all new P1 parents attended Information Afternoon. - Traffic through new school website in the hundreds. - Almost all parents attend Parental Consultations. - The PTC meets regularly to ensure clear, effective communication between school and families, raise and manage funds, and enhance the Frogston PS community. - Every class has a representative and any complaints or views are responded to via regular PTC meetings as well as through direct communication between the PTC and SLT. This year, a new chair and other key members have been appointed. - Our Gardening Gang meets almost every Friday after school. All parents and families are welcome to attend with their children. Sessions are led by a member of SLT. The GG work collaboratively to maintain and improve the school orchard, ensuring all pupils have a high quality space where they can learn where their food comes from, connect with nature and make scientific and mathematical connections. - All parents are invited to assist with the chickens during weekends and holidays. Families who sign up learn together in partnership with the school, building real life skills and improving mental health. - The school has established good ties with members of the extension team, leading to assembly inputs, provision of resources (soil, funding for benches and breakfast club) and site tours for staff and pupils.	- Improving levels of parental engagement as evidenced by attendance at school events - Increasingly positive feedback from parents/carers about how well the school is doing.	Ensure the PTC plays a key role in school decision-making and improvement- engagement with HGIOS4 challenge questions.

	• Team Around the Community now work through the school to triage and support identified families using a Cash 1st approach. • The school is actively engaging with parents to facilitate learning enhancing partnerships.		
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QI 2.1 Safeguarding and Child Protection

What have we done?	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
• 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.			

3.1 Ensuring Wellbeing, Equality and Inclusion

3 - Satisfactory

What have we done?	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Wellbeing			
We promote wellbeing through the following: - Building Resilience programme. Assemblies introduce the area of focus and class learning follows this with a sharing assembly at the end of each block. - Tuesday assemblies linked to School Values of ALL and SHANARRI wellbeing indicators. - Children use wellbeing wheels to self-evaluate their own wellbeing against the indicators on a termly basis. - Positive relationships policy has been reviewed. - Introduced class restorative approaches folders with visuals to support conversations and reinforce wellbeing in times of conflict. - Strong relationships between staff and pupils are evident across the whole school.	- Almost all staff and children know and understand the wellbeing indicators as an integral feature of life at Frogston PS and can use them to talk about their wellbeing, identifying strengths and areas for support. - Each term all children complete their wellbeing webs and have identified strengths and next steps relating to these. (In Pupil Profiles Scrapbooks) - At Building Resilience sharing assemblies, all classes have been able to reflect and share ideas and learning linked to the resilience tools. Almost all classes made a display linked to Skipper's Toolkit. - All classes now have a restorative conversation folder, and these are being used where required. Work is needed to ensure consistency across all classes and staff.	- Classroom observations, feedback from pupil council members and during assemblies. - Most parents (March survey) report that their child feels happy and safe at school. 12-20% were neutral with just 1% responding negatively. - Pupil Profiles/Scrapbooks show evidence of use of wellbeing indicators to measure wellbeing each term. - Dialogue with class teachers and pupils. - Restorative conversations are happening in almost all classrooms and in the playground but only a few staff are keeping a record of the conversation.	- As of August, a wellbeing wheel poster will be included as part of each class's 'starter pack', to ensure all classrooms have consistent messaging and focus. - Relaunch of Building Resilience programmes as we have reached the end of 3 years. - Relaunch Rights Respecting Schools aiming to achieve silver award. - Consider how to use data from wellbeing wheels to make improvements - Children to be invited to CPMs where appropriate. - Right Respecting Schools to be relaunched. - Embed Relationship and Behaviour policy. - Re-focus on CIRCLE inclusion framework to improve learning
Fulfilment of statutory duties			
- Children's Plans are in place to support individual learners to have success and make progress in their learning. - Almost all teaching staff use these plans to support the health and wellbeing and the development of children. - Children's views are gathered as part of the GIRFEC process, and their views are listened and acted upon. - All staff have required level of Child Protection training. - All staff use Wellbeing Concern forms to raise concerns for any child. These concerns are triaged by a member of SLT in the first instance and are reviewed at weekly Pastoral Care meetings. Concerns are follow-up actions are recorded on Pastoral Notes and a rolling-log is kept to track any patterns of concern across the school.	- Tracker for CPMs is in place. 60 pupils are in the GIRFEC planning system. - Children's views are included in Child Planning meeting minutes. - Spreadsheet kept with dates of training for CP training.		

What have we done?	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Inclusion and equality			
- At termly tracking meetings specific challenges for individual pupils are discussed and interventions considered where required with specific reference to EAL, gender, SIMD, ASN and Attendance. - A dedicated Community PSO supports families to ensure that have access to free vouchers, food packs and presents (Christmas). - In addition, the school's eco store ensures that all parents have access to free uniform, outdoor wear, books etc which are accessible at every school event and as needed. - New families are offered free books and uniform at their EE meeting This is also detailed on the school website and weekly newsletter, together with other parental supports such as parenting classes and holiday clubs and activities.	- Almost all teachers are updating holistic tracker for their class and noting specific needs and supports. 26 families supported through Mission Christmas 2025. 7 families supported with Cash 4 Kids food and clothing vouchers. - All Frogston Families have access to our clothing and book banks. - CEC Parenting Courses, interventions, holiday clubs and activities are signposted and recommended to all parents through our school newsletter and website. - Team Around the Community (TAC) now offer Cash 1st Early Intervention through Frogston Primary School. Triage sessions are available every 4 weeks and parents are identified and by FPS staff.	- Trackers evidencing information held. - Tracking of support by Community PSO.	Develop the use of Microsoft Form for parents to use to request support.

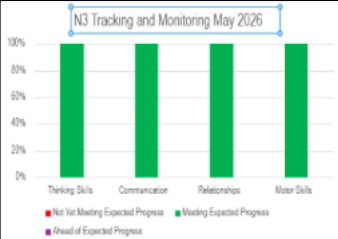
3.2 RAISING ATTAINMENT AND ACHIEVEMENT

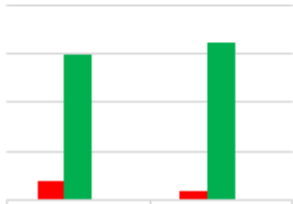
3 - Satisfactory

What have we done?	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Attainment in literacy and numeracy			
- We have implemented CEC's universal tracking tool (Pupil Tracking) to track each learner's progress and attainment in literacy and numeracy. - Implemented termly Assessment Fortnights where all teachers carry out formative assessments in literacy and numeracy. - Implemented school attainment tracker to record formative assessment results. - Created a holistic tracker to record ASN for each class. - Attainment data, alongside SLT/teacher attainment meetings, is now the main determiner of SFL teacher input and intervention. - New ASN folders have been created to ensure all relevant data is kept up-to-date with new referral forms for teachers to request additional targeted support for individual learners.	- All teachers engaged with universal tracking and tracking meetings have led to more robust discussion of learner progression and next steps. - Termly assessment fortnights – feedback on assessments shared with learners ensuring understanding of progress and next steps. - All teachers have engaged with school attainment tracker and are using data to inform next steps in learning. - More robust teacher judgement, based on formative and summative assessments has ensured accurate predication data is submitted in November and March and May. - Regular HT and SFL teacher meetings to ensure focus based on data analysis/learner needs	- Progress is measured and carefully monitored through the robust use of standardised assessments at key points each term (Assessment fortnights), through ongoing formative assessment including observations and jotter work and the use of our whole school Attainment Tracker and City of Edinburgh Pupil Tracking Tool. - Most children in Primary 1 achieved expected CFE levels in both literacy and numeracy in June 2026. - Most children in Primary 4 achieved expected CFE levels in both literacy and numeracy in June 2026. - The majority of children in Primary 7 achieved expected CFE levels in June 2026. - At termly tracking and attainment meetings attainment is reviewed for individual pupils, gaps are identified, interventions are discussed and reviewed to establish impact. - The majority of children across the school are achieving expected CFE levels in Literacy in June 2026. - Most children across the school are achieving expected CFE levels in Numeracy in June 2026. - Almost all children are making progress in their learning as they progress through measured stages.	- Continuation of engagement with CEC universal tracking tool including exploration of the full potential of the Tool to interrogate patterns, improvements and gaps over time. - Continuation of termly assessment fortnights – finalise focus/data collection - Embed school attainment tracker to ensure continuity of data collection and interpretation over time to identify gaps and inform next steps for learners. - Implement new attainment meetings recording format to maximise data/benchmark engagement to ensure most appropriate next steps in learning. - Jotters/learning evidence to be consistently reviewed against benchmarks to inform next steps in planning. - Continue to embed Hotlist folders to track and monitor support staff small group learner interventions. - Create rolling log of self-evaluation for additional interventions (PSO/EAL/ASN staff). - More active engagement with Benchmarks to develop confidence in teacher judgement: identifying achievement and next steps (CAT times/ Inservice input)
Attainment over time			
We have implemented CEC's universal tracking tool (Pupil Tracking) to track each learner's progress over time to ensure that this builds a clear picture of learner attainment over their school journey.	Teacher engaging with attainment over time data to inform next steps for learners.	- We have raised attainment in P1 over past 3 years in literacy and numeracy with a slight dip last year. - We have raised attainment in both literacy and numeracy in P4 over past 3 years again with a slight dip last year. - Our attainment at P7 has been changeable over the past 3 years. This is due to changing cohorts of children arriving at Frogston during P5 and P6 stages. (Linked to being a new school in the area).	Continue to track and monitor progress using CEC tool and school tracker – identify gaps and next steps accordingly.

		- This session almost all teaching staff have tracked progress towards achievement of a level in Literacy and Numeracy. - Almost all teaching staff attended CAT sessions on effective assessment and are now using our Assessment Framework and Attainment Tracker alongside Pupil Tracking Tool, leading to increased confidence, rigour and accuracy in teacher professional judgements.	
Overall quality of learners' achievement			
- Termly 'share the learning' events were introduced this year, where parents come into class and children shared their 'learning scrapbooks'. - We hold termly assemblies to celebrate wider achievements. - Pupils record wider achievements in their Pupil Profiles. - Pupils at second level were given opportunities to take part in wider achievements such as cross-country tournament, athletics and basketball. - P7 Community Camp experience to Lagganlia. - P7 skiing block at Hillend.	- Some parents who came along to the event in Nov '25 spoke positively about the visit. However, some were disappointed with the event in general. - The school works closely with our partner Active Schools to offer learners a range of clubs and opportunities which support and extend confidence, teamwork and communication skills. P4s have completed two weeks of "Bike Forever" cycling and then completed their Bikability training. P5s had a 3-week block of basketball taster sessions run by Blaize Basketball. Active School provided community club offerings including basketball, boxing, dance, gymnastics and multi-sports. - WTA this session included time for teachers to run additional clubs: - Volleyball, Gymnastics, Running, Football, Multi-sports, Basketball, Ball skills, Chess Club, Games, Lego, Glee Club, Forest Kindergarten and a supported ASN break and lunch clubs. - P4 Swimming - Outdoor Learning with Green Team. (P7s)	- SLT identified there was a lack of understanding and consistency about purpose of event. - Almost all learners in P4 took part in Bikability and swimming this session. - Almost all P5s took part in Basketball tasters. - The majority of pupils at second level were able to take part in opportunities such as cross-country, athletics and basketball. - Most pupils at P7 stage attended outdoor learning camp at Lagganlia. All children were offered the opportunity. - Most pupils at P7 took part in 6 -week block of skiing at Hillend. - Almost all pupils took part block of outdoor learning with the Green Team. - Children at all stages were given the opportunity to be part of a school club led by either teacher or Active Schools. - Club registers show good attendance at clubs. However, parents are requesting more opportunities to be available.	- Ensure clear expectation for future events. SLT to communicate at August in-service clear expectations at each stage of the school. - Add benchmarks into scrapbooks and children and teaching staff take responsibility for ticking things off. - Introduce trackers for wider achievement. - Set up class 'achievement teams' to allow for easy sharing/ capturing/ celebration of achievement between home and school - Develop further opportunity for meaningful pupil participation through the formation of core pupil leadership groups (equalities, eco, playground, library, Rights etc)
Equity for all learners			
- Care Experienced partnership. - Gold and Gray – CE fund - Nurture intervention - PEF - Forest School - Support for learning – Read, Write Inc with P4s and P5s. - Dyslexia assessments - Nurture intervention - Forest School - Visiting horses – anxious learners - Additional support for learning - Outdoor learning opportunities for identified pupils.	- Identified CE pupils have been attending partnership programme between The We Matter Team and Edinburgh Leisure involving the children taking part in swimming, gymnastics and trampolining. This was continued from previous year. - Targeted pupils have attended Forest School, and a horse visitation service to support emotional regulation and functioning. - Identified pupils make use of the Orchard and Frogston Farm to assist with regulation, wellbeing, building positive relationships and nurture.	- All P5-P7 CE pupils have taken part in this programme and engaged well. - Positive impact was reported through the We Matter Team/Edinburgh Leisure Form. - All children who attended Forest School enjoy this experience and staff report children show improved wellbeing and less dysregulated behaviours when at the forest. - All children attending the Orchard and Frogston Farm showed better regulation when outdoors in this environment.	Continue interventions and partnerships where possible and look to better utilise Inclusion staff in this work next session.

Please self-evaluate the 5 identified quality indicators from Quality Improvement Framework for ELC ,*linking the impact of the improvement priorities from 2025-26 to each within the first column. Please ensure a qualitative and or quantitative statement for each theme within the quality indicator.				
*What have we done? (What work/action has been undertaken within the priorities from your improvement plan 25-26? 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)	Evaluate using the six-point scale from the Quality Improvement Framework?
Leadership- Leadership of continuous improvement: Pedagogical leadership; Leadership and professional learning; Planning and continuous improvement				
Throughout the year, staff have demonstrated a strong commitment to nurturing relationships, improving consistency, and ensuring children experience a sense of belonging.	The introduction of key adult groups , consistent lunch routines, and focused story groups shows a clear dedication to relational pedagogy and attachment informed practice. Realising the ambition embedded in practice, promoting positive relationships, meaningful interaction and engaging spaces. Our commitment to promoting positive relationships has encouraged us to prioritise emotional wellbeing and, trust and interactions as core indicators of quality. This has influenced our daily routines, our communication with families, and the way we support children's learning and wellbeing. Staff are more intentional in their interactions, taking time to listen, observe, and respond in ways that honour each child's individuality, using Hanen techniques to respond appropriately. This has created a culture where children feel secure, valued, and confident to explore,	Children show increased confidence and security within their key adult groups. Realising the ambition embedded in our differentiated experiences for our 2 year old learners. RTA experiences considered for the intentional and responsive planning, observations are becoming more meaningful and better linked to children's progress.	Revisit our Vision, Values and Aims to promote our nurturing, positive relationships, play based ethos. Use the realising the ambition toolkit to look more closely at practice and how we can enhance the RTA experiences and embed further in practice.	Good
Our CLPL evaluation log also ensures that the impact of professional development is recorded, and it is evident that professional development is having an impact on the setting and the service children and families are accessing.	Staff have engaged in ongoing professional dialogue, quality assurance, and CLPL, particularly around planning and observation. This reflects a willingness to grow professionally and adapt practice based on evidence.	CLPL log has clear evidence of impact of professional development on practice.	Continue capturing the impact that self evaluation and CLPL has on the service. Include the impact of inservice days on the CLPL log.	
We introduced a self-evaluation log to capture our self-evaluation and decision making. Ensuring this is reflected on and the impact on the setting is evident.	Self Evaluation recorded and evaluated regularly allows us to continuously improve and identify areas of improvement. SLT role modelling self evaluation allows staff to develop their skills in reflective practice and find ways to learn and develop their skills and knowledge.	Self-evaluation log capturing the self-evaluation and how reflection is driving forward practice. The log captures and evidences to clear impact that self evaluation is having on the service. SLT use the log to identify areas of improvement.	Continue to use the self-evaluation log to identify areas of improvement and assess how well we are doing. Use the log to evidence the impact on the children.	

Hanen is used by staff to self evaluate practice. Staff are videoed within the playroom and use the video to identify Hanen strategies that are being used and how to improve practice.	Staff reflect on practice videos with their peers. Quality assurance of the peer evaluation by SLT found that staff were not completing the evaluation sheets correctly. Almost all staff were finding all the Hanen strategies within their reflection. The data from the peer evaluations could not be completed as it would not reflect practice correctly.	Data could not be collected to identify an impact. The overall findings of the peer evaluation would suggest there was no identified gaps for development.	Peer evaluation will be carried on next year, with SLT supporting the reflection and evaluation.	
Children play and learn- Curriculum: Curriculum rationale and design; Continuity and progression in the curriculum; Partnerships; Skills for life and learning				
Playroom 2 set up to support differentiation, with developmentally appropriate resources for our younger learners. Focus on our 2-year-old learners.	A major focus has been on improving the quality of learning environments, particularly in Playroom 2 for younger learners. Staff used observations, DMLO tracking, and professional judgement to redesign spaces that better support developmental stages. The team identified gaps in engagement and responded by reorganising the environment to create more purposeful, inviting, and differentiated spaces. The introduction of a smaller cloakroom area for 2-year-olds has supported smoother transitions and a calmer start to the day.	 100% of our N3 learners are meeting expected progress milestones in their development. Children demonstrate higher engagement and motivation Learning experiences are more meaningful and better matched to developmental stages Children show increased ownership of their environment Snack and lunch routines are calmer, more purposeful, and support independence Younger children are engaging more confidently and purposefully with the environment High-quality, age-appropriate experiences are now evident in planning and practice Children show increased independence, especially during snack and lunch routines The environment now reflects children's needs more clearly, with improved engagement across areas	Expand this, with planning identified as an area of development. Implement a planning cycle that triangulates learning and evidence is clear and recorded effectively. Planning to be both responsive and intentional with significant learning identified and captured. Planning to be evidenced within learning journals and floorbook. Use quality assurance to reflect on differentiation, offering provision that meets the needs of the younger learners and those needing challenged.	Good
High quality observations that capture children's significant learning and development. Linking planning to learning journals.	The nursery has made significant progress in improving the quality and consistency of observations. Quality assurance processes have helped staff refine their understanding of what constitutes significant learning and how to link this to planning. SLT room monitoring identified clear links between the planning and the resources set out within the room.	Evidence across learning journals, floorbooks, and responsive planning shows richer learning experiences Observations now more clearly reflect significant learning  Staff feel confident in linking planning to the learning journals and producing high quality observations. We asked staff: <i>How confident are you in writing high quality observations that link to significant learning and planning?</i>	Continue to identify high quality observations as an area for improvement and linking observations to planning and significant learning. SLT will explore ways to support staff to get adequate time to publish high quality observations linked to the planning. Using learning journals to inform planning.	

		Staff feel confident in linking high quality observations to the planning. This is evident in the monitoring with learning journal entries showing clear evidence of the planning. This is a working progress. Parents do not feel that they can identify learning from the learning journals, our end of year feedback, from our parents who completed the questionnaire, a quarter of parents did not agree or strongly agree that learning journals show their child's learning.														
Children play and learn- Learning and Teaching and Assessment: Children's learning and engagement; Interactions to support learning; Planning and assessment; Tracking and monitoring																
Key adult groups meeting regularly, identifying areas of development for individual children.	Key adult groups are engaging in regular discussions about children's development Identified areas of development for children. Using shared professional knowledge to shape next steps. Key adults linked to the end of day groups. Parents are aware of their child's key adults.	Key adult meetings are recorded and documented, identifying areas of improvement for children and how the key adults will support this. Key adults complete early interventions when necessary. If there is a developmental concern, the key adults will complete toolkits such as UUA to help identify the area of development needing support. Key adults will then implement strategies and interventions to support this, playboxes, sensory circuits etc.	Key adults to continue implementing early interventions. Early interventions to be logged and reflected on, capturing the impact on the child and the progress in their development.	Good												
We have used DMLO's to track and monitor children's progress and development.	Developmental Milestones and Learning Overview is a tool staff use to track and monitor children's progress and development. All EYO's and EYP's use the DMLO to track and monitor progress, and identify areas of development. Key adult groups are used to support professional discussions around the finding from the tracking and monitoring. DMLO overview is used to identify common themes and areas for intentional planning.	Our Data analysis from the capturing and monitoring progress spreadsheet has shown that children have progressed throughout the year. We used the data to identify gaps in learning from the DMLO overview and we have intentionally planned to support the gaps in learning and development. The chart below is the overview of the progress throughout the year, showing the amount of children meeting expected progress increased, with the amount of children not yet meeting expectations decreased. DMLO Overview 2025-2026 <table><thead><tr><th>Month</th><th>Not Yet Meeting Expected Progress</th><th>Meeting Expected Progress</th><th>Ahead of Expected Progress</th></tr></thead><tbody><tr><td>October 2025</td><td>2</td><td>4</td><td>0</td></tr><tr><td>May 2026</td><td>1</td><td>5</td><td>0</td></tr></tbody></table>	Month	Not Yet Meeting Expected Progress	Meeting Expected Progress	Ahead of Expected Progress	October 2025	2	4	0	May 2026	1	5	0	Make dual DMLO tracking sheets available for those children who are requiring support and are achieving at an earlier stage of development, or those ahead of expected progress.	
Month	Not Yet Meeting Expected Progress	Meeting Expected Progress	Ahead of Expected Progress													
October 2025	2	4	0													
May 2026	1	5	0													

Children are supported to achieve- Wellbeing, Inclusion and Equality: Positive relationships and wellbeing; Universal support; Identifying and assessing learning needs and targeted support; Inclusion and equality				
Interventions Key adult groups meeting regularly, identifying areas of development for individual children. Key adults use Up, Up and Away to identify areas of development and respond the children's needs.	Staff have shown strong commitment to meeting children's needs through early identification, targeted interventions, and responsive changes to the environment. The reorganisation of the playroom, introduction of key adult routines, and focus on planning have all contributed to improved outcomes. Staff plan and implement a range of interventions to support children progress and development. Interventions include: • Sensory circuits • Keys For Communication • Yoga • Playboxes • Signalong • UUA • Now and Next • Deep Pressure • Social Groups Children identified as needing support will have access to the intervention that meets their needs. The child's keyworker will support the child and record and evaluate the impact of the intervention. Frogston staff work in partnership with the Early Years Inclusion team who offer advice for individual children, staff will use the interventions and strategies provided by EYIT to support the children's progress and development.	Interventions have given necessary input to the child for progress and development. The interventions have identified clear next steps for that child, and keyworkers have implemented opportunities to support the next steps. Data from our DMLO's shows that most children are meeting expected progress, those identified as not meeting expected progress would be identified as a child needing early interventions and staff would use UUA's, DMLO's to identify the area of development for that child and use their professional knowledge to implement a necessary intervention. Regular CPM's for those in the GIRFECT process. Staff work in partnership with all professional agencies, following support and advice given. Staff work in partnership with parents, giving updates on progress and using information from parents to support progress and development at nursery.	Interventions to be recorded and evaluated. SLT will explore ways to capture data to inform best practice moving forward. SLT will support staff to identify clear impact of intervention on children's progress and development.	Good
Children are supported to achieve- Safeguarding and Child Protection: Culture of safety and wellbeing; Legislation, policy and guidance in practice: Empowerment of staff and children				
School Child protection guide that is sent out to all staff, paper copies are held in the nursery office and nursery staff room for staff to adhere to when necessary. Staff are familiar with child protection guidelines and know where to find further information if needed and know who the Child Protection Co-ordinators are within the school.	Adequate training is delivered at the January Inservice every 2 years by Child Protection Co-Ordinators to ensure staff are up to date with current guidance. Child protection is recorded using the CEC record keeping advice. All children have a green folder; some children may have a blue or red folder. All folders are locked away securely in a locked room. Significant occurrences and events are recorded on Seemis pastoral notes, this includes WCF's, CPM's and other significant occurrences. Each child has a record of contact, this keeps a record of concerns or issues that do not meet the threshold for significant event or occurrence.			Choose an item.

Date of last Care Inspection: 21 st June 2023	Evaluation- please indicate overall for each question
• Quality Indicator:	
1.1, 1.3	• 4
• 2.2	• 4
• 3.1	• 4
• 4.3	• 4

