

Kingcase Primary School and Early Years Centre Improvement Plan 2025/2026



*'The best interest of the child must
be top priority in all actions
concerning children'
(RRS Article 3)*



Our Vision, Values and Aims:

Our school vision, values and aims have been reviewed by staff, pupils, parents and other stakeholders this session.

In August 2025, we consulted all stakeholders around our Kingcase Motto. Our Motto is 'Soaring to Excellence'

Honesty, Respect, Equity, Compassion and Responsibility are the 5 core values that permeate throughout Kingcase Primary and EYC, as well as the Prestwick Cluster schools community. These values help us to focus on the vision and aims for our school:

Our vision is to ensure that we:



Create a safe, happy, caring and inclusive school where we work together, learn from each other and share ideas.



Have high hopes and expectations and believe in ourselves and each other.



Focus on improvement and remember every gain is a victory!



Embed quality learning, teaching and assessment into daily practice and value the importance of continual self-evaluation and reflection.

Our aim at Kingcase is to ensure that all pupils fulfil their potential as:

Successful Learners

Confident Individuals

Responsible Citizens

Effective Contributors

by engaging fully in school life and embedding our vision and values in our practice.

The Prestwick Promise

We aim to work collaboratively across the cluster, supporting and challenging each other to improve outcomes for children and young people and to help raise attainment for all. We will work together across establishments to support equity and address gaps by sharing time, expertise and resources. By working collaboratively, we endeavour to reduce workload and provide consistent approaches, pedagogy and systems to promote high quality learning and teaching.

South Ayrshire Council Vision Statement

Our vision and ambition in South Ayrshire Educational Services is to achieve excellence and equity. We have the highest expectations for all learners so that they achieve their potential regardless of their circumstances. We want to achieve this in a context where we act with integrity in a climate of mutual trust and respect and have the highest ambition for every learner. It is our ambition to close the attainment gap while constantly stretching and challenging children and young people who are attaining at the highest levels to achieve more. Closing the gap while challenging every learner will guide and define the work of educational services.

How does this plan Links to South Ayrshire's Education Services Improvement Plan 2023-2026?

	2023- 2024	2024- 2025	2025-2026
EDUCATION SERVICES PRIORITY 1: ENGAGED AND INCLUDED.			
-Attendance			
-Supporting Neurodivergent Learners through Language and Communication Friendly EYCs and Schools			
-The Promise (Care Experienced Children)			
-Mental Health in Schools			
-UNCR – Rights Respecting Accreditation			
EDUCATION SERVICES PRIORITY 2: OUTSTANDING LEARNING, TEACHING AND ASSESSMENT.			
South Ayrshire Reads			
Supporting Scaffolding, Differentiation and support for Highly Able Learners (South Ayrshire Learns)			
Learning, Teaching, Assessment and Moderation of Writing			
EDUCATION SERVICES PRIORITY 2: DEVELOPING OUR CURRICULUM			
Skills for Learning, Life and Work			
Creativity within the Curriculum			

Maintenance Plan to ensure **sustained** improvement:

1.3: Leadership of Change	2.2: Curriculum	2.3: Learning, Teaching and Assessment	3.1: Ensuring Wellbeing, Inclusion and Equality	3.2: Raising Attainment and Achievement
<ul style="list-style-type: none"> ✓ Continue to embed and develop the school's Vision, Values and Aims through explicit teaching of them, and recognition of effort (RD) ✓ Continue to encourage and foster a strong culture of distributive leadership and empowerment of parents, staff and children. Revisit approaches to KAGS (Kingcase Action Groups). 	<ul style="list-style-type: none"> ✓ Continue to develop 1+2 Modern Language through the use of Lingascope. 	<ul style="list-style-type: none"> ✓ Ensure MTV continues to be used as a pedagogical tool to support pupil-led learning/enquiry. (SF) ✓ To ensure that work around AiFL and the use of the 5 Part Model is firmly embedded across the school from August 2024 (SLT) ✓ Continue to embed Meta-Skills across learning. ✓ Continue to develop approaches to handwriting through high quality literacy teaching. ✓ Continue to develop TRIC and ERIC to support a Reading Culture (NH) 	<ul style="list-style-type: none"> ✓ Continue to ensure a strong culture of developing the 'whole child' through developing practices which promote wellbeing e.g – wider achievements, opportunities for sport and exercise. (SF) ✓ Continue to develop a culture of diversity through literacy and reading. (LA/NH) 	<ul style="list-style-type: none"> ✓ Continue to increase the rigour around tracking dialogues to ensure all staff are aware of the school's excellence and equity agenda in ensuring sustained upward trends in attainment, with a focus on 'adding value'. (RD) ✓ Continue to monitor the impact of interventions around attainment, with a clear focus on assessing how the poverty related attainment gap is closing. (RD/J)

Overview of Main Improvement Areas for 2025/2026

Raising Attainment In Literacy	Raising Attainment in Mathematics and Numeracy	Wellbeing, Equality and Equity	Improvements to Learning, Teaching and Assessment
<p>Reading:</p> <ul style="list-style-type: none"> ➤ Year 3 of South Ayrshire Reads (SAR) ➤ Focus on Language and Comprehension ➤ Early Years Centre to begin SAR journey (1 year) ➤ Achieve Silver Reading Schools Award <p>Writing:</p> <ul style="list-style-type: none"> ➤ Continue to embed genre approach with new assessments and tracking. ➤ Increased focused on raising attainment of dyslexic and neurodivergent learners in writing through the use of technology. 	<ul style="list-style-type: none"> ➤ Introduce universal resources to support conceptual numeracy at all stages. ➤ Introduce CfE Assessments at all stages for Numeracy and Mathematics. This will better support moderation and tracking of learning. ➤ Relaunch and support all Teachers in the use of 'Big Maths'. ➤ Improve the pedagogy of Maths and Numeracy with a focus on scaffolding, differentiation and supporting 'highly able' learners ➤ Within the EYC, 	<ul style="list-style-type: none"> ➤ Re-accreditation for Rights Respecting School Award. ➤ Re-accreditation for School Sports Award ➤ Building Resilience Programme (Year 1) ➤ Plan for greater opportunities for outdoor learning for EYC and PI children. ➤ Continue to further improve systems around tracking and target setting of behaviour. 	<p>Early Years Centre:</p> <ul style="list-style-type: none"> ➤ Develop approaches to child-centred planning whilst reviewing processes around observations of children. <p>School:</p> <ul style="list-style-type: none"> ➤ Begin Year 1 of South Ayrshire Learns. Focus on: <ul style="list-style-type: none"> -Learning Environments -Scaffolding -Differentiation -Supporting Highly Able Learners. ➤ Develop Creativity through a refreshed approach to the explicit teaching of Art and Design

PRIORITY 1: INCREASE ATTAINMENT IN ENGLISH and LITERACY (Reading and Writing)

NIF Drivers:

School Leadership
Teacher professionalism
Parental engagement
Assessment of children's progress
School Improvement
Performance Information

HGLOS L/HGLOELCC Qis:

1.3 Leadership of Change
1.5 Management of Resources to Support Equity
2.2 Curriculum
2.3 Learning, Teaching and Assessment
3.2 Raising Attainment

2.4 Personalised Support

2.5 Family Learning

3.2 Raising attainment and achievement

Stage on Improvement Cycle:

Delivering

Lead Person: Lisa Afrin (APT), Jennifer McClure (A-DHT), Neil Heath, South Ayrshire Reads Team

Rationale for planned improvement:

- Current attainment trends in reading and writing.
- Focus this session has been on writing but some further work is required to ensure fuller consistency across the school.
- Change in staffing means reading needs revised to ensure greater consistency to ensure greater 'excellence and equity'.
- Involvement in Cluster and Authority project – 'South Ayrshire Reads'

Article 17: I have the right to access information.








Article 28: I have the right to a good education.

Article 29 – I have the right to develop my personality, talent and abilities to the full.

Article 31: I have the right to rest, play and culture.



Literacy Leaders – Reading

South Ayrshire Reads Link	Targeted Interventions	Reading for Pleasure	Early Years Centre
<p>Mrs Afrin</p> <ul style="list-style-type: none"> ✓ Responsible for tracking of data (DFE Screener, Class Based Tracking of reading, Nussy Data for Targeted Groups) ✓ Link with South Ayrshire Reads Team to co-ordinate and evaluate CLPL. 	<p>Mrs McClure (ADHT) and Mrs Agnew (PEF EYP)</p> <ul style="list-style-type: none"> ✓ Mrs McClure will focus on analysing tracking of children with ASN to ensure appropriate interventions/support are implemented and evaluated ✓ Mrs Agnew will work directly with children mainly in PI-P3 requiring enhanced support for reading. She will organise Family Learning Events to support targeted learners.  	<p>Mr Heath (Chartered Teacher)</p> <ul style="list-style-type: none"> ✓ Lead for Stage 2 of Reading Schools Award (Silver) ✓ Overview of Reading for Pleasure Activities. ✓ Responsibility for School Libraries and link with Prestwick Library ✓ Overview of ERIC and TRIC. 	<p>Emma Kerr (EYP Literacy Lead) and Alexis Ardron (Early Years Principal Teacher)</p> <ul style="list-style-type: none"> ✓ Link between South Ayrshire Reads Team to co-ordinate and evaluate CLPL ✓ Overview of Milestone Data for Literacy.   

Literacy Leaders – Writing

Planning, Assessment and Moderation

Mrs King (A-PT)

- ✓ Responsible for the overview of planning, assessment, tracking and moderation of writing PI-P7



Ethos of Writing/Writing for Enjoyment

Mr Heath (Chartered Teacher)

- ✓ Overview of Reading Enjoying aspect of SIP which explicitly links to writing also.
- ✓ Link with Prestwick Library
- ✓ Author Visits
- ✓ Writing for Enjoyment



Desired Outcome	Self-Evaluation which has led to this being a Priority.	Steps to Success	Completion Dates/Milestones	Lead Person(s)	Evidence to demonstrate impact on children.
<p>DRIVER 1 (Reading): EYC:</p> <p>To increase the confidence of Early Years Practitioners to plan high quality experiences, interactions and spaces which foster strong early reading skills, with a focus on Phonological Awareness, Vocabulary and Writing.</p> <p>School: 90% of learners in P1, P4 and P7 combined to achieve national expectations in reading.</p>	<ul style="list-style-type: none"> ✓ On-going development work with SAR (South Ayrshire Reads). ✓ Attainment Data (ACEL, GL, SNSA) ✓ Developmental Milestone Data (EYC) 	<p>EYC:</p> <p>Kingcase EYC will begin a year of focused development work in partnership with South Ayrshire Reads.</p> <ul style="list-style-type: none"> ✓ Supported staff development around three themes: <ul style="list-style-type: none"> -Phonological Awareness -Vocabulary Development -Writing ✓ Increase opportunities for Parental Engagement in these areas with three planned Parent/Carer sessions delivered by EYC Team. 	<p>Phonological Awareness, CLPL Sessions for staff: 27th August and 30th October 2025.</p> <p>Coaching in Context of Phonological Awareness (SAR Team and EYC Team): 1st September and 3rd November.</p> <p>Vocabulary CLPL 16th February. Vocabulary Coaching in Context: 5th March</p> <p>Early Writing CLPL 14th May. Coaching in Context 20th May.</p>	<p>S.Ghee (EYP)</p> <p>E.Fairbairn (Senior EYP).</p> <p>A.Ardron (EYC PT)</p>	<p>Staff confidence increase in all of these areas.</p> <p>Learner Engagement</p> <p>Environment Improvement</p> <p>Parental Engagement in Sessions</p> <p>Improved Mile-stone Data</p>
	<ul style="list-style-type: none"> ✓ On-going development work with SAR (South Ayrshire Reads). ✓ Attainment Data (ACEL, GL, SNSA) 	<p>Planning Overviews:</p> <ul style="list-style-type: none"> ✓ Disband the traditional 'modelling block' which has traditionally been done in Term 1. ✓ Create a whole school Literacy IDL for Term 1, with a focus on language, vocabulary and questioning. The chosen text will be read by all children, with an explicit focus on vocabulary, Children's Rights and School Values. ✓ Review the sequence and pace of texts read at each stage and how these connect to IDL/STEM themes ✓ Scope new texts to introduce at each stage. 	<p>18 August 2025 – September Weekend 2025.</p>	<p>L.Afrin (A-PT)</p>	<p>Pupil Engagement</p> <p>Teacher's Planning</p> <p>Jotter Work</p> <p>Whole school display</p>

		<p>Assessment and Data:</p> <ul style="list-style-type: none"> ✓ Increase Teacher Confidence in diagnostic use of Assessment Data (e.g GL, SNSA, ORF) to target explicit teaching on specific comprehension skills. 	<p>GL: P3, P5, P6 – End of August</p> <p>SNSA: P4- and P7 – November</p>	<p>R.Delaney (HT)</p> <p>L.Afrin (A-PT)</p>	<p>Improved dialogue in Tracking Meetings.</p> <p>Improved Assessment Data from baseline-to-final assessment.</p>
		<p>Building Fluent Readers</p> <ul style="list-style-type: none"> ✓ Continue to increase Reading Fluency scores by reviewing how ERIC time is used. 	<p>Explore/plan at SAR session 8th September 2025</p> <p>Review on 20th October 2025.</p>	<p>L.Afrin (A-PT)</p>	<p>ORF Data</p> <p>Reading Attainment</p> <p>Pupil Engagement in ERIC/Reading aloud.</p>
		<p>Learning and Teaching</p> <ul style="list-style-type: none"> ✓ Develop Teachers skills and confidence in identifying Tier 2 Vocabulary within a range of texts (e.g – Non-fiction, Articles, Fiction). ✓ Develop Teachers confidence in using tools such as AI to develop appropriate texts to support learning of themes with a particular focus on vocabulary. This will be done prior to an IDL/STEM theme being taught. ✓ Focus on creating Quality Questioning using Bloom's Taxonomy. 	<p>Explore/plan at SAR session 8th September 2025</p> <p>Review on 20th October 2025.</p>	<p>L.Afrin (A-PT)</p>	<p>Monitoring of Planning</p> <p>Classroom Literacy Displays</p> <p>Learner engagement in reading</p> <p>Jotter Monitoring</p>

		<ul style="list-style-type: none"> ✓ Focus on planning around TRIC (Teacher Reading in Class) 			
		<p>Ethos of Reading</p> <ul style="list-style-type: none"> ✓ Achieve our Silver Reading Schools Award 	On-going all session	N.Heath (Chartered Teacher)	Displays Pupil/Teacher Voice
<p>DRIVER 2 (Writing)</p> <p>85% of learners in P1, P4 and P7 combined to achieve national expectations in writing.</p>	<ul style="list-style-type: none"> ✓ Self-Evaluation Activity with Teaching Staff (May 2025). ✓ Parent Consultation (April 2025) ✓ Monitoring of Jotter Work, Tracking and Planning all of 	<p>Supporting Dyslexic Learners to Achieve in Writing</p> <ul style="list-style-type: none"> ✓ Ensure that all children identified as dyslexic are appropriately supported for writing, with the correct tools. This will include planned use of digital tools for writing. 	September 2025 (then onwards)	B.King (A-PT). R.Fullard (Pupil Support Teacher) Class Teachers	Monitoring of ICT deployment Monitoring of writing
		<ul style="list-style-type: none"> ✓ Ensure that strategies from South Ayrshire Reads are explicitly linked to writing (e.g – 'phoneme 	August 2025 onwards	B.King (A-PT) Class Teachers	Classroom Observation of Learning, Teaching and Assessment

	session (2024/2025)	fingers, personal dictionaries’.)			Jotter Monitoring
		✓ Pupil generated word banks for each genre.	September 2025 onwards	B.King (A-PT) Class Teachers	Classroom Observation of Learning, Teaching and Assessment and Jotter Monitoring
		✓ Gather the views of children with dyslexia across the school in relation to writing, through Learner Conversations. Create a template for this.	September 2025 onwards 3x Per Year	B.King (A-PT)	Survey Results 3x Per Year Information fed back to Class Teachers
					Monitoring of Planning
		Review Planning around writing to ensure assessment information is appropriately used to ‘close gaps’. ✓ Create and implement a Genre Planner for each Genre. This will support teachers to use assessment information to ensure skills are properly consolidated and achieved.	September (2025)	B.King (A-PT) Class Teachers	Evaluate impact of this planning format through Jotter Monitoring. Monitoring of Planning Monitoring of Jotters
		✓ Create and implement a clear overview which links aspects of the ‘grammar checklist’ to each genre.	December 2025	N.Heath (Chartered Teacher)	Classroom Observations Learning Conversations
		✓ Ensure writing targets for all children are individual and visible to them on their desks (P3-P7)	October 2025	Class Teachers	Planning monitoring Jotter Monitoring
		✓ Support Teachers to use assessment information to plan next steps and to identify and close gaps in relation to specific skills.	November 2025	Class Teachers B.King (A-PT)	
		✓ Support Teachers to use AI tools to create bespoke and engaging writing interventions for children with a barrier to writing.	August 2025	Class Teachers	Learner Conversations with targeted group of children. 3x Per Year.

		<ul style="list-style-type: none"> ✓ Gather the views of the group of children this will be targeted at. 			
		<p>Review the structure and time given to writing lessons:</p> <ul style="list-style-type: none"> ✓ Create a structure of how the balance of time for writing skills should be divided across a week. This will allow teachers to meaningfully teach writing skills 'little and often'. 	September 2025	B.King (A-PT)	Review of Teacher Timetables Monitor impact through writing jotters.
		<p>Further Develop Positive Attitudes to Writing by exploring 'Writers Craft' through reading engaging texts.</p> <ul style="list-style-type: none"> ✓ Increase opportunities for Author Visits to support children to see the link between writing and reading. ✓ Make explicit the link between reading and writing using a variety of engaging texts. ✓ Create whole school Writing Challenges (once termly) to be done at home. ✓ Introduce 'Journals' to be used as an extension task if children have completed writing. This will allow children to have opportunities for 'free writing'. 		N.Heath (Chartered Teacher)	

Pupil Equity Funding Plan to increase Literacy Attainment.

PEF Early Years Practitioner (Heather Agnew)	
Writing	In Class Support for Targeted Groups Family Learning programme 'Write Start' for targeted groups and their parents/carers
Reading	In Class Support for Targeted Groups where assessment shows gaps in learning. Breakfast club for targeted group with a focus on reading.

PRIORITY 2: INCREASE ATTAINMENT IN MATHEMATICS AND NUMERACY

NIF Drivers:

School Leadership
Teacher professionalism
Parental engagement
Assessment of children's progress
School Improvement
Performance Information

HGLOS 4/HGIOELCC Qis:

1.3 Leadership of Change
1.5 Management of Resources to Support Equity
2.2 Curriculum
2.3 Learning, Teaching and Assessment
3.1 Attainment and Achievement

2.5 Family Learning

3.2 Raising attainment and achievement

Stage on Improvement Cycle:

Delivering

Lead Person: Susan Fulton (Acting PTO)

Rationale for planned improvement:

- Positive attainment in Numeracy and Mathematics, where there is now scope to further 'add value'
- Change in staffing means reading needs revised to ensure greater consistency to ensure greater 'excellence and equity'.
- Strong emphasis on literacy across the past three years.

Article 28: I have the right to a good education.

Article 29 – I have the right to develop my personality, talent and abilities to the full.

Numeracy and Mathematics Leaders

EYC

Laura Meney (EYP)

- ✓ Will attend Nurturing Mathematical Thinking course for EYPs and take a key role in developing Numeracy and Maths across the EYC.



School

Mrs Fulton (A-PT)

- ✓ Responsible for implementation and develop of aspects of SIP relating to Numeracy and Mathematics



Desired Outcome	Self-Evaluation which has led to this being a Priority.	Steps to Success	Completion Dates/Milestones	Lead Person(s)	Evidence to demonstrate impact on children.
<p>DRIVER 1 (Maths and Numeracy):</p> <p>90% of learners in P1, P4 and P7 combined to achieve national expectations in Numeracy and Mathematics.</p>	<ul style="list-style-type: none"> ✓ Learning Observations. ✓ Numeracy Attainment ✓ Parent Surveys 	<p>Introduction of Numeracy Towers to support development of Concrete, Pictorial and Abstract approaches to support conceptual Numeracy</p> <ul style="list-style-type: none"> ➤ Use PEF funding to ensure that each class has a well resourced set of resources to support conceptual numeracy. ➤ Ensure that all staff are suitably trained to use this approach. ➤ Ensure that these resources are present in every Numeracy Lesson, including during Big Maths input. 	<p>Scott Morrow training INSET Aug 2025</p> <p>September 2025</p>	Susan Fulton (A-PT)	<p>Improved pedagogy demonstrated through Classroom Observations.</p> <p>Children's confidence in using these materials evidenced through Learning Conversations.</p> <p>Evidence of improved attainment.</p>
		<p>Increase Parental Engagement and their understanding of Conceptual Numeracy through 'Strategy of the Fortnight'</p> <ul style="list-style-type: none"> ➤ To share video Kingcase children in action completing a Strategy. ➤ Create an area of our website dedication to Maths and Numeracy for these videos to be shared on. ➤ Gather views of Parents/Carers in relation to these. 	<p>Term 1 – 4 Videos</p> <p>Term 2 – 4 Videos</p> <p>Term 3 – 6 Videos</p> <p>Term 4 – 5 Videos</p>	S.Fulton (A-PT)	Parental Engagement Survey

		<p>Improve processes around the planning, tracking and assessment of Numeracy and Maths:</p> <ul style="list-style-type: none"> ➤ Review and refresh current Pace Snakes to allow greater alignment with assessment periods ➤ Introduce Curriculum for Excellence Numeracy and Mathematics Assessments at each stage to further increase consistency of moderation inline with CfE ➤ Introduce trackers for each stage, to track the outcomes of new assessments. 	<p>August INSET day 2025.</p> <p>Fully introduce by September weekend.</p>	S.Fulton (A-PT)	Tracking and Monitoring Meetings
		<p>Increase Teacher Confidence in using the principles of Adaptive Teaching in the delivery of Numeracy and Mathematics:</p> <ul style="list-style-type: none"> ➤ Focus On Scaffolding all learners to ensure that Teaching is appropriately pitched to allow all learners to have success. ➤ Ensure that planning process allow for a 	<p>SAL session on Scaffolding 26 November 2025.</p>		Increased Teacher confidence around declaring CfE Levels
<p>Driver 1 (Numeracy and Maths) EYC</p> <p>To sustain levels of almost all children attaining at least 80% in Maths Developmental Milestones.</p>		<p>Increase the variety of opportunities for children to explore numbers and patterns in the EYC playroom and in outdoor spaces.</p> <ul style="list-style-type: none"> ➤ Staff training on how to develop and nurture Mathematical Thinking in EYC. ➤ Encourage rich play through interactions, spaces and open ended resources to foster a love for Number and Patterns. 	<p>Support and training Sept-November,</p>	L.Meney (EYP)	<p>Sustained high levels of children attaining 80%+ in developmental milestones.</p> <p>High quality interactions between staff and children with a focus on mathematical questioning, discussion and language.</p> <p>Children highly engaged in play which develops mathematical thinking.</p>

		➤ Use the outdoor space to further develop mathematical language,			

PRIORITY 3: Ensure Wellbeing, Equality and Inclusion for all.

NIF Drivers:

School Leadership
Parental engagement
School Improvement
Performance Information
Curriculum and Assessment

HGLOS 4/HGLOELCC Qis:

1.3 Leadership of Change
3.1 Wellbeing, Equity and Inclusion
2.3 Learning, Teaching and Assessment
2.5 Family Learning

2.4 Personalised Support

2.5 Family Learning

3.1: Wellbeing, Equality and Inclusion

3.2 Raising attainment and achievement

Stage on Improvement Cycle:

Delivering

Lead Person(s): S.Fulton, J.McClure, C.Holmes, N.Craig.

Rationale for Improvement:

- Continued increase in pupil anxiety around key stages and at points of transition.
- Behaviour tracking showing persistent low-level disruption by a small minority of children.
- RRSA Gold Award due for re-accreditation.
- Sports GOLD Award due for re-accreditation.

Article 2: I have the right to be free from discrimination.

Article 17: I have the right to access information.

Article 18: I have the right to be kept safe by those who look after me.

Article 28: I have the right to a good education.




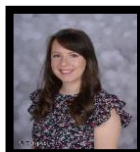

Article 29 – I have the right to develop my personality, talent and abilities to the full.

Article 31: I have the right to rest, play and culture.

Article 42: Adults who work with me, know the rights I have.



Health and Wellbeing and Inclusion.

Building Resilience (Carried over from previous SIP)	Continue to be a Rights Respecting School (Re-accreditation).	Re-accreditation of Gold Sports Award	Further develop approaches to promoting positive behaviour through target setting
<p>Mrs Fulton (A-PT)</p> <p>✓ Introduce new programme to support the Building of Resilience.</p> 	<p>Mrs McClure (ADHT)</p> <p>✓ Re-accreditation of our RRSA Award. Aiming for Gold.</p> 	<p>Mrs Holmes, Mrs Craig and Aiden McClean</p> <p>✓ Re-accreditation of our Gold Sports Awards</p>  	<p>Mrs Afrin (APT)</p> <p>✓ Further develop our new policy to involve targeted 'target setting' for children regularly being recorded as a 'one' or 'two' on the behaviour tracker..</p> 

Desired Outcome	Self-Evaluation which has led to this being a Priority.	Steps to Success	Completion Dates/Milestones	Lead Person(s) and Resources	Evidence to demonstrate impact on children.
DRIVER 1: To empower all children to become 'Resilient Learners'	<ul style="list-style-type: none"> ✓ Parent Survey May 2025 ✓ Classroom Observations 	<ul style="list-style-type: none"> ✓ Create Assembly programme and Parent Programme in line with the Building Resilience Programme 	Introduce: 13 th September 2025 -on-going.	S.Fulton (A-PT)	-Learner Engagement in Assemblies -Increased use of the Language of resilience across the school -Wellbeing Survey results (steady increase in key areas) -Parental Engagement
		<ul style="list-style-type: none"> ✓ Create whole school display to show-case journey through the programme. 	On-going from September-June 2026	S.Fulton (A-PT)	-'River of Life' display -Increased reference made by all staff to the imagery used within the programme -Wellbeing scores -HWP classroom displays
DRIVER 2: Re-Accreditation of Gold RRSA Award	<ul style="list-style-type: none"> ✓ Current accreditation due to expire. 	Rights Respecting School Award re-accreditation. <ul style="list-style-type: none"> ✓ Baseline evaluation ✓ Consistent Assembly plan linked to RRSA. ✓ Explicit link between KAGS and UNCR. ✓ 'Rota Kids' to consider local, national and international campaigns linked to UNCR. 	June 2026	J.McClure (A-DHT)	
DRIVER 3: Re-accreditation of Gold Sports Award	<ul style="list-style-type: none"> ✓ Current accreditation due to expire. 	<ul style="list-style-type: none"> ✓ To work towards re-accreditation of our Gold Sports Award 	June 2026	C.Holmes (NCCT PE Teacher) N.Craig (NCCT PE Teacher) A.McClean (Active Schools Co-ordinator)	
DRIVER 4: Positive Behaviour and Relationships	<ul style="list-style-type: none"> ✓ On-going tracking of behaviour and engagement. 	-Continue to implement current processes around the recording and tracking of behaviour.	September 2025	L.Afrin (A-PT)	Weekly Behaviour Tracking – reduction in Number Ones and Twos for low-level disruption.

		<p>-Focus on increased Parental Engagement through Target Setting with individual children where patterns of behaviour emerge.</p>			<p>Increased engagement in learning.</p> <p>Increased parental partnership in supporting the behaviour of all children.</p>
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PRIORITY 4: DEVELOP APPROACHES TO PEDAGOGY AND LEARNING

NIF Drivers:

School Leadership
Teacher professionalism
School Improvement
Performance Information
Curriculum Development

HGLOS 4/HGLOELCC Qis:

1.3 Leadership of Change
2.3 Learning, Teaching and Assessment
2.2 Curriculum
3.1 Wellbeing, Equality and Inclusion
3.2 Raising attainment and achievement

Stage on Improvement Cycle:

Delivering

Lead Person: S.Fulton, E.Hart, L.Afrin

Rationale for planned improvement:

-Findings in 2.3 Observations (HMI inspection and Observations during session 2024/2025) – School and EYC

-Attainment Data

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Pedagogy and Learning			
Adaptive Teaching	TPA (Teach, Practise and Apply) Approaches to Learning in PI and P2	EYC Planning and Observations	Creativity across PI-P7
<p>Mrs Fulton (A-PT)</p> <p>✓ Overview of developments and link between Kingcase and SAL Team</p> 	<p>Mrs Afrin (A-PT)</p> <p>✓ Implementation of TPA and support Teaching Team in PI-P2.</p> 	<p>Emma Hart (Depute Manager of EYC)</p> <p>✓ Implementation of new planning and observations to allow for greater Pupil Voice.</p>	<p>Mrs Afrin (APT)</p> <p>✓ To develop explicit approaches to teaching, assessing and tracking skills in Art and Design.</p> 

Desired Outcome	Self-Evaluation which has led to this being a Priority.	Steps to Success	Completion Dates/Milestones	Lead Person(s) and Resources	Evidence to demonstrate impact on children.
<p>DRIVER 1: Improving Pedagogy through Equitable and Adaptive Teaching Approaches.</p>	<ul style="list-style-type: none"> ✓ HMI findings under 2.3 ✓ SLT observations of 2.3 ✓ Learner Engagement ✓ Attainment 	<p>South Ayrshire Learns (SAL):</p> <ul style="list-style-type: none"> ✓ Audit Learning Environments with Teachers and Children. ✓ Develop professional knowledge of Scaffolding and differentiation to allow all learners to achieve. ✓ Support Teachers with strategies to teach Highly Able Learners <p>EYC:</p> <ul style="list-style-type: none"> ✓ Fully review current processes around Observation, Assessment and Planning (Adult Initiated, and Child Initiated) 	<p>17th September 2025: Audit of Learning Environments 29th October 2025: Sharing practice with Cluster Schools 26th November 2025: CLPL on Scaffolding Learners 9th February 2025: CLPL on Supporting Highly Able Learners. On-going from September-June 2026</p> <p>January 2026</p>	<p>S.Fulton (A-PT)</p> <p>E.Hart (EYC Depute Manager)</p>	<p>Pupil Voice – Baseline and End Results</p> <p>2.3 Observations – Increased Quality of Learning and Teaching (Level 4 to Level 5).</p> <p>Attainment</p> <p>Jotter Monitoring.</p> <p>EYC Planning: Long Term, Medium Term and Short Term Planning</p> <p>Quality of EYC observations</p> <p>Profiles</p>
<p>DRIVER 2: To develop approaches to learning in P1 and P2 using a Teach, Practice and Apply (TPA) model.</p>	<ul style="list-style-type: none"> ✓ HMI findings under 2.3 ✓ SLT observations of 2.3 ✓ Learner Engagement ✓ Attainment 	<p>Environments:</p> <ul style="list-style-type: none"> ✓ Continue to develop environments which encourage creativity and independence, with a focus on Literacy and Numeracy. ✓ Develop role-play scenarios with clear links to current and prior learning in Numeracy and Literacy, and where appropriate IDL/STEM contexts. ✓ Further develop use of a range of learning environments to 	<p>June 2026</p>	<p>L.Afrin (PT)</p> <p>P1 Teaching and Support Team</p>	<p>Further enhanced and developed learning environments.</p> <p>Pupil Engagement in active learning through playful experiences</p> <p>Attainment</p> <p>Displays/Jotters.</p>

		<p>develop knowledge and skills, including outdoor learning.</p> <p>Pedagogy:</p> <ul style="list-style-type: none"> ✓ To develop approaches to Learning, Teaching and Assessment with a focus on TPA, particularly in Literacy and Numeracy. <p>Curriculum:</p> <ul style="list-style-type: none"> ✓ Offer exciting opportunities to develop language and communication, through expressive arts, with a focus on Music, Drama and Art. 			
<p>DRIVER 3: To develop creativity skills which are explicitly taught.</p>	Curriculum Auditing	<p>Art and Design:</p> <ul style="list-style-type: none"> ✓ To develop a whole school progression for Art and Design which explicitly teaches key Art and Design skills. ✓ Develop approaches to assessment of skills 	June 2026	L.Afrin (A-PT)	<p>Pupil engagement in lessons</p> <p>Displays</p> <p>Teacher's Planning and Assessment evidence</p>