

Kingcase Primary and Early Years Centre



Standards and Quality Report June 2025



Introduction

The purpose of this report is to provide an answer to the question – 'How good was our school in 2024–2025?' This report tells you about the quality of education in the school and Early Years Centre (EYC) and how children benefit from coming here.

Vision, Values and Aims

At Kingcase Primary School we look to support the development of an excellent curriculum based on a shared aspirational vision and sound values and aims. Our vision is reviewed at the start of each session by pupils, staff, parents and other relevant stakeholders. 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.

Five core cluster values permeate our school: **Respect, Responsibility, Compassion, Equity and Honesty**

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

Successful learners

Effective Contributors

Responsible Citizens

Confident Individuals

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

We take into consideration the national and regional developments and guidance. We strive to improve standards of learning and teaching and raise achievement for all learners whilst promoting equity and equality.

In 2024/2025, we used the findings from our recent HM1 inspection to collectively agree on a new school motto. Children, staff, Parents and Local Partners decided on our new motto. We wanted a motto to reflect our local context (being close to an Airport) and the sense of being on a journey to excellence. Our new Motto is:

'Soaring to Excellence'

Context of our School and Early Years Centre

Kingcase Primary School is embedded in the heart of the Kingcase community within the town of Prestwick. The school was opened in August 1971. It is a semi-open plan building and offers a very good learning environment. The layout of the school effectively lends itself to active and independent learning. Refurbishment programmes have ensured that our learning environments are bright and stimulating. As we enter 2025/2026, the local authority are continuing to invest in our building to enhance the space for children. The school is fortunate to have an Early Years Centre for 60 children. Children in the EYC enjoy learning in a creative, inspiring indoor and outdoor learning environment which is highly nurturing.

Our school and EYC roll at June 2024 is 388 with 4.5% of pupils attending through placing request. All pupils in Primary 1-5 receive a free school meal with 12% of our pupils receiving free meal entitlement. We have 7% of our young people living in SIMD 1 & 2. This session we have 13 classes and a teaching entitlement of 18.2fte. In addition, we have 7 support assistant, 3 clerical assistants, 1 Senior Early Years Practitioner and 7 Early Years Practitioners in our EY setting and 1 additional EYP funded through PEF, 1 janitor, 3 cleaners and 6 members of the catering team complete our team. The school is supported by peripatetic music specialists who teach violin, cello and brass. An active school coordinator supports physical education in our school and supports our agenda of 'raising achievements' for targeted children.

A dress code is encouraged at Kingcase – pupils wear purple sweatshirts with yellow or white polo shirts or white shirt with a purple tie. A purple blazer is also part of the uniform and worn by some of our pupils.

Almost all children in Kingcase move on to Prestwick Academy. Prestwick cluster primary schools include Glenburn, Heathfield, Monkton and Symington. Space Place Early Years Centre is also part of the Prestwick Cluster. We value the close working relationships we have with our cluster colleagues and promote the 'Prestwick Promise' strengthening our strong belief in working effectively to benefit all children in our community.

In November 2017, SAC carried out a School Improvement Visit which positively validated our own self-evaluation and next steps for improvement. In May 2019, Care Inspectorate carried out an unannounced inspection with gradings of excellent in both Care and Support and the Environment.

Throughout session 2023/2024, all staff worked at a considerable pace to implement new change, which was required as a result of the pandemic. In February 2024, our school and EYC had an Education Scotland inspection. A team of inspectors spent one week in our school and EYC, and worked alongside all staff and

children to evaluate our school. Overall, this was a very positive experience with a positive outcome. From February 2024, all staff reflected on this experience and began to take time to begin to plan for the future of Kingcase Primary School and EYC. Our 'next steps' were steps already identified by the school and EYC staff. It was encouraging for the Inspection Team to agree with these areas for development. We now look forward to session 2024/2025, where we can begin to embed changes.

What key outcomes have we achieved?

The school has robust processes and procedures in place to support self-evaluation in order to secure improvements. This data comes from a range of evidence but this session the evidence has been more limited:

Quantitative Data

- Analysis of pupils' progress and attainment using Curriculum for Excellence and Assessment for Excellence results.
- Attendance levels

Documentation/Evaluative Data

- Annual evaluation of School Improvement Plan by staff and pupils
- Teachers' records and strategic and operational plans
- Pupil Progress Meetings
- Tracking of Monitoring of Individualised Education Programmes / Staged Intervention
- Plans and evaluations of interdisciplinary topics reflecting the children's involvement
- Transition plans for Early Years to P1, stage to stage and P7 to S1
- Minutes of meetings – monitoring progress and achievement of School Improvement Plan priorities
- Staff PRD/PDR and Professional Update
- Records and evaluation of CLPL activities
- Remits/timetables of teachers, support staff and specialist staff
- HMI inspection findings from February 2024

Views/Questionnaires

- Questionnaires to pupils and parents
- Views from pupils through dialogue

PRIORITY I: Learning, Teaching and Assessment

NIF Drivers:

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

HQIOS 4/HQIOELCC QIs

1.3 Leadership of Change
2.3 Learning, Teaching and Assessment

PROGRESS AND IMPACT

Scoping work around Adaptive Teaching:

Much work this session, was focused on allowing staff space and time to process the findings of our recent HMI inspection. Time was spent scoping research, resources and policies from beyond Kingcase which would support us in developing our next steps.

Areas which were considered to support improvement planning for 2025/2026, were:

- ✓ Adaptive Teaching
- ✓ Creativity in the Curriculum
- ✓ Assessment in Maths and Numeracy

To consider fully our planned approach for 2025/2026, teachers carried out 'small tests of change'.

For example, in P7 teachers trialled removing fixed ability groupings, and developed an approach which allowed children greater ownership and responsibility for leading their own learning. This was particularly successful in Numeracy and Mathematics.



Children have particularly enjoyed this approach. Some comments made by the children include:

'I like this way of working because if I know I am able to do something, then I will go to the Head Quarters, but if I know I need some help I'll move over to the Hive where the Teacher is. I get to decide this'
'I like the way we do maths and some literacy now because I get to go where I think I need to be for help or challenge. Before, we were told and sometimes I would do something that was too easy.'

Approaches to Learning, Teaching and Assessment in relation to South Ayrshire Reads

Across the entire school new approaches were embraced around the Teaching and Learning of reading. Again, the focus saw a gradual move away from fixed groupings. This has had a noticeable positive impact on reading. For example, our P1 reading attainment this session is 95%. This is a 13% increase on last year's P1. We also saw an increase in attainment at P4 and P7. For example P4 increased two percentage points in their reading attainment in comparison to their P3 data, and P7 increased in four percentage points. This increase can be attributed to a clearer focus on the pedagogy of teaching reading.

AiFL/Target Setting

In recent class observations, it is clear that work started in 2023/2024 around AiFL and target setting continue to be embedded in teaching sequences. Target Setting in all key areas of the curriculum, continues to be used well by children to support them to develop in their learning. In almost all classes observed, children were clear on their targets and used these well to develop their 'next steps'.

EYC

In the EYC, approaches around responsive planning were introduced and continually reviewed. The focus was around linking observations to planning with an explicit focus on identifying key areas of interest or curiosity. The initial piece of development work which was required here, was around how observations were gathered and used by Practitioners. In September 2025, Practitioners took time to develop approaches and created an observation wall in the playroom. There is now scope to develop this further, and the Depute EYC Manager who will be in post from August 2025, will further develop this approach.



NEXT STEPS: Maintenance New Priority

- ✓ Continue to embed the 5 Part Model and support/develop the use of this through regular Quality Assurance/Dialogue. Add Teaching Boards in each classroom across P4-P7 to support the consistency of this.
- ✓ Continue to embed the use of Co-construction of SC.
- ✓ Begin Adaptive Teaching Journey with a particular focus on Maths.
- ✓ Fully review new approaches to responsive planning in EYC by evaluation breadth and depth of key skills.
- ✓ Further develop approaches to Quality Assurance of Learning, Teaching and Assessment with an increased focus on Peer-Observations, focusing on Pace and Challenge.
- ✓ Focus explicitly on improving Teacher's skills in planning for quality questioning.

PRIORITY 2 – Raising Attainment in Reading and Writing

NIE Priorities:

Improvement in attainment, particularly in literacy and numeracy.
Closing the attainment gap between the most and least disadvantaged children.

NIE Drivers:

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

LINKS TO HGIOS4?/HGIOELCC:

HGIOS 4/HGIOELCC OI's:
1.3 Leadership of Change
1.5 Management of Resources to Support Equity
2.3 Learning, Teaching and Assessment
2.4 Personalised Support
2.5 Family Learning
3.2 Raising attainment and achievement

PROGRESS AND IMPACT

Writing:

In August 2025, we launched a new approach to support the planning, assessment and tracking of writing across the entire school. This was in response to inconsistent approaches identified through SLT self-evaluation and HMI findings. For example, writing lessons were often too IDL related, rather than an explicit focus on writing skills being developed within a genre and over a period of time.

As such, the following was developed and introduced:

- ✓ A whole school overview of genres to be taught, with planned pace for each.
- ✓ Assessments for each genre, for each stage were introduced.
- ✓ An assessment tracker was created using excel for each genre and each stage. This information now provides explicit information about how well each child has achieved each part of the assessment criteria.
- ✓ 3X Moderation events took place across session 2024/2025. A 3 year cycle has been agreed for moderation, where different genres will be moderated by Class Teachers across a 3 year period.
- ✓ A whole school writing wall has been created. Over three years, exemplification of each genre at each stage will be created. This is intended to increase Teacher confidence when declaring a level. The exemplars support effective feedback and shared expectations across the school.

These newly developed systems have given Teacher's a refreshed confidence in their approach to planning and assessing writing. There is now scope to increase the approaches deployed to support dyslexic and neurodivergent children in writing. This will feature as part of next year's School Improvement Plan.

Teacher's have commented:

'It is much better that we all do the same genre, at the same time. It means we can share ideas and then share assessment findings across stages.'
'I can see much more progress in my class's writing, especially over a genre. It was harder to see progress before this approach'
'I have enjoyed this process, but it has made clearer we now have more work to do on supporting dyslexic writers to achieve.'

Pupils have been consulted on their views on this change to Writing approaches.

In P7, pupils said:

'we like it as you get to work more specifically on each genre.'

In P5, pupils said:

'doing a genre for more than a week at a time helps us know success criteria and what we need to do to get better.'

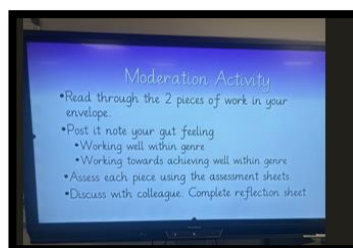
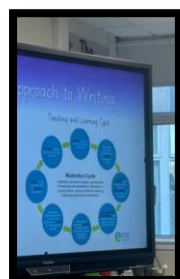
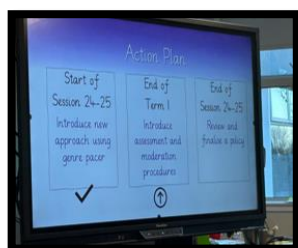
In a survey of Parents/Carers in relation to writing, some Parents/Carers said:

'I don't have questions, but I have seen an huge improvement in reading/writing this year.'

'Keep doing what you're all doing – I can see it's working'

33% of Parents/Carers said they understand how we teach and assess writing. 16% said they do not know how we teach and assess writing. 20% said they are unsure about our approaches to teaching and assessing writing.

Photos: Moderation Event 2 of writing in this session.



Reading for Pleasure

In line with our Reading Schools accreditation journey, we continued to prioritise a strong, school wide reading culture. Our Reading Ambassadors, led by our P6 teacher and Literacy Lead, played a key role in promoting reading for pleasure. They successfully planned and delivered a range of impactful activities, including in-person and virtual author visits (BBC Authors Live), family reading sessions, World Book Day celebrations, Book Week Scotland events, themed quizzes, and pupil surveys to support purchasing decisions for our department libraries throughout the session. The Reading Ambassadors shared monthly book recommendations (in partnership with Waterstones), often sharing news at weekly huddles. They promoted reading at home through book review videos on our parent Facebook page. Our well-attended Scholastic Book Fayre generated over £2,000 in sales, earning 60% of the total in rewards. This enables us to reinvest in class novels, comprehension resources and new that that will be used for shared reading experiences next session. Pupils in each class will be given a portion of the rewards to purchase new books for their class libraries based on their interests and favourite authors.

We are proud to have achieved our first Reading Schools accreditation level this session. Our next step is to build on this success by working towards Silver accreditation in 2025/26.

South Ayrshire Reads

Our approaches to teaching reading have strengthened further this session through our partnership with the South Ayrshire Reads team. Staff continue to demonstrate confidence in the teaching of phonics following last year's training. This was clearly evident in SLT observations, where phonics lessons were seen at every stage. Instructions were clear, shared language was used consistently and staff adhered to the new whole-school phonics progression, ensuring breadth and depth of learning. Staff collaboration has led to the development of a bank of phonics resources, supporting consistent practice and raising expectations across the school.

All staff have benefitted from with further training this session from South Ayrshire Reads on advanced phonics and fluency. The introduction of a Reading Leader (Literacy Lead PT) afforded termly opportunities for professional dialogue through authority wide meetings. The key messages from these sessions then being shared with staff at Kingcase through a number of after school teacher collaborative working sessions focused on Literacy. The Reading Leader was responsible for analysing whole school data on fluency following our sessions from the South Ayrshire Reads team. Following analysis of Oral Reading Fluency data (P4-P7), a targeted fluency sprint was introduced in P4. P6 pupils received explicit teaching on fluency (accuracy, expression, tone and pace) and co-created rubrics. P6 acted as Reading Friends for P4 pupils, supporting regular paired reading during ERIC time. This test of change had clear impact: all targeted P4 pupils either improved or maintained accuracy in middle of year assessments, with end-of-year data showing all pupils achieving over 95% accuracy — an average increase of 9% since September 2024. Pupil feedback was positive, with many highlighting the enjoyment of collaborative reading. Buddy Reading between infant and upper stages remains a key strength at Kingcase and our next steps will focus on extending fluency partnerships to additional stages, including P3 and P4 pupils not yet involved in the Buddy programme along with ensuring all classes are taught explicitly about fluency and how to support themselves and their peers when listening to each other read aloud.

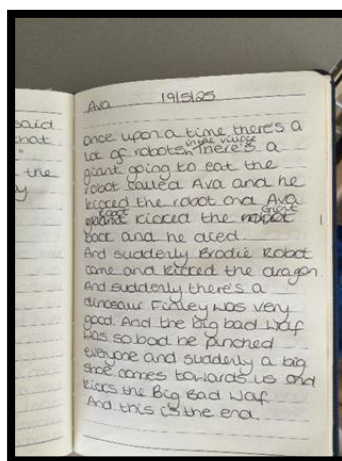
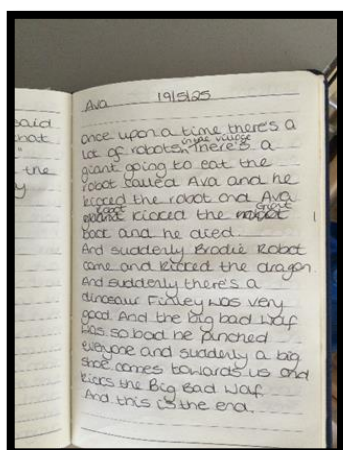
All staff have now attended initial training in Vocabulary and Comprehension from the South Ayrshire Reads team. As we approach Year 3 of South Ayrshire Reads, we feel this is an opportunity to change up aspects of guided reading to incorporate vocabulary and comprehension better within our classrooms in P2-P7. This aligns with our forward thinking ideas of Adaptive teaching and flexible groupings to raise attainment and challenge pupils.



EYC

In the EYC over the academic session there has been a focus around writing at early level and what this looks like in our younger learners. The approach and work involved has focused on staff training, family learning and enhancing the spaces for learners. There has been a drive around three key areas; communication (Talk Boost and rich learning spaces), physical development (Dough Disco, Loose parts) and print motivation (Helicopter stories, Three Read) to help cultivate a passion for writing within the nursery.

All staff have engaged in training to increase professional understanding around writing in the early years and phonological awareness. A literacy audit resulted in the creation of an outdoor syllable station, a sensory alphabet display and an enhanced writing area. All children have engaged with Helicopter stories during daily sessions and Three Read, less than half the children have engaged with the intervention Talk Boost, these all focus on raising attainment of literacy at early level. Most children have shown a keen interest in the finger gym challenges and mark making.



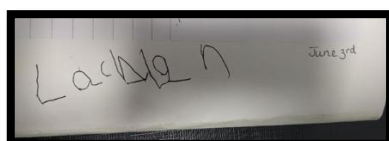
Progress from January to May: The majority of preschool learners are now able to identify stories have a start and an end, children are using openers such as "Once upon a time".

As part of raising attainment all families have been issued writing hints and tips/play to encourage learning together and to foster a love of literacy. Families



have engaged with this advice on Facebook.

There are 27 children transitioning from the nursery to primary one and the developmental milestone data indicates that 26 children have "I choose to read a book" (96%), it is also the case for "I can write for different reasons" (96%); all most all children have achieved these milestones.



NEXT STEPS Maintenance New Priority

Writing

- ✓ Continue to fully embed the approaches to assessing, tracking and moderating writing. Focus on three different genres.
- ✓ Continue to fully develop approaches to handwriting and presentation of work.
- ✓ Fully develop approaches to share our approaches with Parents/Carers across school and EYC.
- ✓ Fully developed approaches to supporting dyslexic and neurodivergent boys to achieve in writing. Our attainment analysis identified a gender trend here, where boys who are dyslexic and/or have a diagnosis of autism are not achieving as much as they should in writing. An improvement here, would see us increase writing attainment overall.
- ✓

Reading

- ✓ Continue to fully embed the approaches to planning and assessing of Phonics and Fluency through our revised Reading policy.
- ✓ Continue to follow our bespoke Phonics progression from P1-P7. P4-P7 also including Morphology.
- ✓ Continue with our Reading Schools journey by working towards a Silver accreditation.
- ✓ Fully develop approaches to Buddy reading with a focus on fluency, using ORF data to identify targeted groups across stages that would benefit from peer collaboration.
- ✓ Adaptive teaching in guided reading using a shared text?

PRIORITY 3 – To Improve the Health and Wellbeing of children at Kingcase Primary School and EYC

NIF Priorities:

Improvement in Children's Health and Wellbeing

NIF Drivers:

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

LINKS TO HGIOS4+/HGIOLCC:

1.2 Leadership of Learning
1.4 Leadership and Management of Staff
2.1 Safeguarding and Child Protection
2.2 Curriculum
2.3 Learning, Teaching and Assessment
2.4 Personalised Support
2.5 Family Learning
2.6 Transitions
2.7 Partnerships
3.1 Ensuring Wellbeing, Equality and Inclusion
3.2 Raising attainment and achievement
3.3 Increasing creativity and employability

PROGRESS AND IMPACT

Building Resilience

Due to conflicting time commitments, where much of our collegiate time was given over to Reading and Writing, little time was left within the 'Working Time Agreement' to fully commit to planned work on Building Resilience. This work will now take place in session 2025/2026.

Sensory Circuits

The introduction of a Sensory Circuits group for a small group of six children with autism or ADHD has had a notably positive impact on their school experience, particularly in the areas of mood, readiness to learn, and ability to follow instructions.

Engaging in a structured sequence of alerting, organising and calming activities at the start of the day has helped to regulate the children's sensory systems, resulting in calmer, more settled transitions into the classroom. Staff have observed marked improvements in how the children present in class in the morning with participants appearing more focused, emotionally regulated and better prepared to engage with learning tasks.

Additionally, the consistent routine of Sensory Circuits has supported the development of listening and sequencing skills, contributing to a noticeable improvement in the majority of children's ability to follow instructions and respond to adult direction. Overall, the group has enhanced not only the children's self-regulation and attention, but also their confidence and independence, leading to more positive interactions and fewer reported incidents.

Through training of support staff, Sensory Circuits have also been offered to more children, in one-to-one situations, to support emotional regulation and avoid situations arising. This has led to a marked decrease in reported classroom incidents in all children accessing this intervention.



Behaviour and Relationships

The Behaviour and Relationships policy was updated and launched at the start of 2024/2025 in collaboration with all partners. This followed all staff attending training with Pivotal Education in session 2022/2023. As a whole school we have embraced, 'The Five Pillars of Pivotal Practice' and the policy reflects this approach and includes our vision, values, and aims which are threaded throughout. Consistency in approaches across the school, fostering high expectations and a positive ethos as well as building staff confidence in managing behaviours were important goals for this updated policy.

All staff recognise the importance of loving and nurturing relationships and place the emotional, mental and physical wellbeing of children as a key priority during interactions. The main emphasis is always on recognising positive behaviours and reinforcing good choices which are directly linked to our school rules; children being safe, ready, and respectful. This is achieved through several ways, including positive praise, weekly stickers, Recognition Board, Soaring to Excellence awards, Value Champs, House Tokens and termly House Treats. At the end of each term, the House tokens are counted by our House Captains and the winning house receives a reward. This year, this has included Zoo Lab, Silent Disco, Bouncy Castle and a treat from an Ice-Cream Van. Almost all children have been invited to their House Treat which emphasises that children are making positive choices and consistently following the expectations.

Strong partnerships with parents have been fundamental to the implementation of our policy this session. In September 2024, it was recognised through partnership voices, including pupils, parents and staff that our policy required a more developmentally appropriate approach for our infant children. The changes were quickly implemented and in a recent parent survey (May 2025), feedback was positive from almost all parents around our Behaviour and Relationships policy.

All staff are responsible for managing the tracking of behaviour for their class which is reviewed by SLT on a weekly basis. This highlights patterns and allows bespoke interventions to be discussed, planned and implemented where necessary. Expectations are closely monitored for children with additional support needs and relevant adaptations and focused targets are identified. This year, SLT and teachers have worked with key children and groups across the school using resources such as 'Circle of Friends' and 'Cool in School' to support children to discuss, have further opportunities to model and learn about positive behaviours.

Analysis of class behaviour trackers has highlighted that almost all children are making safe and appropriate behaviour choices on a weekly basis. Furthermore, most children are not displaying low-level disruptive behaviour. However, we have identified that there are many children who are having recurring episodes of low-level disruptive behaviour. In the new session, more work needs to be explored around the group of children who have these low-level recurring behaviours. In addition, as we welcome new families and children to our community, we will continue to review how information is shared and how we can continue to improve how we involve families in supporting our Behaviour and Relationship policy.

Keeping the Promise Award

School staff have demonstrated a strong commitment to improving outcomes for care experienced children through their participation in Education Scotland's *Keeping the Promise* Award. By engaging in two professional learning sessions, followed by completion of the *Keeping the Promise* e-module and knowledge check, the team has significantly deepened their understanding of the unique challenges faced by care experienced children. All leadership staff, the majority of teaching staff and most support staff have completed all three parts of this professional learning.

Staff have developed enhanced knowledge of trauma-informed approaches, the importance of stable and nurturing relationships, and the need for equity-driven support within the learning environment. These sessions have equipped both teaching and support staff with practical strategies to create inclusive, safe, and compassionate school experiences for all children, especially those who have experienced care.

Participation in this professional learning reflects a shared ethos and collective responsibility to uphold the values and commitments of *The Promise*. As a result, care experienced children at Kingcase Primary School will benefit from more consistent, empathetic, and responsive support. The impact of this is evident in the improved emotional wellbeing of our care experienced children, stronger relationships with adults in school with fewer reported incidents in class and in the playground, and better engagement with learning. Since August, most of our care experienced children have made progress in literacy and the majority of children have made progress in maths.

Wider Achievements:

Our rich curriculum offer continues to ensure that children have plenty of opportunities to engage in activities within the school day and out with. This has included sporting activities, sports teams, shows, quiz teams, tennis lessons for all children, swimming (including for our EYC children).

Throughout the year, Kingcase our pupils have excelled in competitive events. This year they have become champions in Cross Country, Tennis and Bowling and achieved success in gymnastics and athletics. In addition to competitive success, Kingcase has embraced inclusive, non-competitive opportunities to promote participation, enjoyment and physical activity for all. Pupils have enthusiastically taken part in events such as the Active Schools Duathlon and Dancemania events which have fostered teamwork, resilience and a positive attitude towards physical health.

Our football teams have also enjoyed a highly successful year, demonstrating sportsmanship, dedication and continuous improvement. The girls team won the Ayrshire League Silver Cup and the Ayrshire District Primary School Tournament for their section. The boys delivered a strong performance finishing proud runners up in the same tournament.

All our success has been made possible through the dedication of our staff, invaluable support of parent volunteers and young leaders and our partnership with Active Schools.

Sporting Success at Kingcase



NEXT STEPS Maintenance New Priority

- ✓ Maintain a morning Sensory Circuit group with additional children, as needed.
- ✓ Ensure remaining teaching and support staff complete all professional learning sessions and the e-module in relation to Keeping the Promise
- ✓ Continue to embed trauma-informed practice and nurture principles across the school and EYC to ensure the emotional needs of all care experienced children are being met.
- ✓ Create and build on resources by creating Sensory Circuit Boxes, which can be lifted at any time and used to lead a circuit anywhere in the school or playground, as required.
- ✓ Increase numbers of trained support staff from 1 to 4 in use of Sensory Circuits.
- ✓ Facilitate training for teaching staff to make Sensory Circuits a build-in activity in classes to support emotional regulation at key transition points.
- ✓ Develop a Target Setting approach in partnership with Parents/Carers in relation to low level behaviours which can slow the pace of learning.

Evaluation Summary

Quality Indicator	School Self Evaluation
1.3 Leadership of change	<p>Across the school and EYC, senior leaders continue to drive forward change in a well managed pace.</p> <p>Almost everyone in the Kingcase are highly committed to leading continuous change, with a clear focus on improving outcomes for all children.</p> <p>Leadership at all levels is evident across the school and EYC, with almost all staff (Inclusion Team, EYC and teaching staff) taking on areas of leadership.</p> <p>A highly structured process to assessing the quality of the work of the school and EYC is in place and continues to evolve to involve an ever wider group of stakeholders.</p> <p>Our children are actively involved in leading change across a range of KAGS (Kingcase Action Groups).</p> <p>Our own self-evaluation would be that Kingcase EYC and Primary is very good for leadership of change across the school and EYC.</p>

Quality Indicator	School Self Evaluation
2.3 Learning, Teaching and Assessment	<p>Relationships between adults and children are very positive across the school and EYC. Where a few children require enhanced support to meet their emotional and social needs, staff are becoming increasingly more skilled to support this.</p> <p>Almost all children are generally very respectful of each other, and have a very good understanding of the school values in action.</p> <p>Teacher led approaches to developing consistency across learning, teaching and assessment this session has been successful. Almost all teachers are confidently co-constructing what success in learning looks like with their children.</p> <p>An investment in updated technology in 2024/2025, has given a re-focus to the use of digital technology to support and enhance learning.</p> <p>Children with barriers to learning use digital tools and resources well to support their learning. A group of targeted children are making very good progress in their learning as a result of this.</p> <p>Our teachers hold a wealth of assessment information about children's learning.</p> <p>Teachers continue to use a range of environments to support learning. For example, 'Beach School' for P7 is an effective way to develop key aspects of the P7 science curriculum.</p> <p>More classes are returning to going on 'trips' to support their class based learning.</p> <p>In the EYC, children's learning is very well supported by skilled practitioners. Interactions and observations are well documented and learning needs are quickly identified, with support put in place.</p> <p>Across the school and EYC, there is now scope to consider how we actively involve a wider range of children in leading their own learning.</p> <p>Our own self-evaluation would be that Kingcase Primary and EYC is good for learning, teaching and assessment across the school and EYC.</p>

Quality Indicator	School Self Evaluation												
3.1 Ensuring wellbeing, equity and inclusion	<p>Supporting the emotional and social wellbeing of all children continues to be a focus for us at Kingcase across our EYC and school. We work with parents/carers and partner agencies to provide intense support to a small group of children who require enhanced support. Our Nurture Class (The Rainbow Room) continues to provide highly structured support for a group of children who require enhanced support. Our 'Seasons for Growth' group has led to improved outcomes for a group of targeted children who have been supported emotionally through periods of significant life change.</p> <p>All children across the school and EYC are actively engaged in a wide range of activities to support their wellbeing. This includes bespoke tennis lessons for all school children, bikeability for P5 and P6 children and outdoor learning opportunities for targeted groups, and classes across the school.</p> <p>We actively track wider-achievements at Kingcase and celebrate success with children through the Head Teacher award scheme. Since COVID, our engagement with Social Work and other agencies have increased as have our numbers of children on Staged Intervention. Improved processes mean that children requiring Staged Intervention are placed on this sooner. We are also actively increasing our numbers of children identified with dyslexia. Where children are identified they become part of a targeted group with our Cluster Support Teacher, and their parents and take part in 'Mission Dyslexia', where they learn about what it means to be a dyslexic learner.</p> <p>Across the school, there are ample opportunities for children to take part in performance related activities. This includes nativity performance, school shows, P7Burn's Supper, and other pupil led assemblies. All these activities nurture the natural talents of our children whilst increasing their confidence.</p> <p>Attendance:</p> <p>We continue to work hard to ensure our overall attendance rate remains high. Further steps have been taken this session to sustain high pupil attendance figures. This has included:</p> <ul style="list-style-type: none">--Weekly Attendance Snapshot shared with parents/carers. This details the overall school attendance, as well as attendance figures for each year group.-Information for Parents/Carers about what acceptable attendance looks like-Celebration of success around improved punctuality and attendance with Parents/Carers to acknowledge their efforts in improving their child's attendance record. <table><tr><th></th><th>2023/2024</th><th>2024/2025</th></tr><tr><td>Overall Whole School Attendance</td><td>95%</td><td>96% (as of 19 June 2025)</td></tr><tr><td>Attendance of children in receipt of Free School Means</td><td></td><td>93%</td></tr><tr><td>Attendance of our Care Experienced Children</td><td></td><td>95.5%</td></tr></table> <p>Our own self-evaluation would be that Kingcase Primary and EYC is very good for ensuring wellbeing, equity and inclusion across the school and EYC.</p>		2023/2024	2024/2025	Overall Whole School Attendance	95%	96% (as of 19 June 2025)	Attendance of children in receipt of Free School Means		93%	Attendance of our Care Experienced Children		95.5%
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Attendance of our Care Experienced Children		95.5%											

Quality Indicator	School Self Evaluation								
3.2 Raising attainment and achievement	Attainment in Literacy and Numeracy Improving attainment in Literacy and Numeracy are priorities on our School Improvement Plan.								
	In EYC at June 2025 children have achieved between 8-10 of their developmental milestones as follows:								
	<table><tr><th>Stage</th><th>Communication & Language</th><th>Numeracy</th><th>Health and Wellbeing</th></tr><tr><td>EYC</td><td>89%</td><td>100%</td><td>100%</td></tr></table>	Stage	Communication & Language	Numeracy	Health and Wellbeing	EYC	89%	100%	100%
	Stage	Communication & Language	Numeracy	Health and Wellbeing					
	EYC	89%	100%	100%					
	CfE ACHIEVEMENT OF A LEVEL – SESSION 2024/2025								
		EARLY – P.1	FIRST – P.4	SECOND – P.7					
	READING	95%	84%	86%					
	WRITING	92%	78%	82%					
	LISTENING & TALKING	97%	94%	88%					
NUMERACY	97%	80%	90%						
In almost all areas our attainment is above the South Ayrshire and National Average.									
	Attainment Over Time Tracking of attainment in literacy and mathematics is rigorous. Staff are becoming increasingly more confident in using a range of assessment data and the national benchmarks to support their judgements. There is scope to further increase staff's knowledge and skills in using the national benchmarks to support their judgement of achievement of a level through increased opportunities for moderation, particularly in writing. This will be supported by streamlining approaches to assessment, to ensure that evidence gathered by practitioners is fully inline with national expectations. Across stages and levels, staff moderate and discuss data. At Pupil Progress Meetings, class teachers use data and assessment information to analyse, make predictions and set targets. Staff know the data or their class and stage and therefore staff are able to identify targeted pupils who need further support. The tracking system along with class based interventions and support, ensure we are continuously striving to improve progress for all learners. As a result of greater analysis of attainment trends over the past few years, we have identified that moderation against CfE benchmarks will further support accuracy of CfE levels being declared. Improved processes around Staged Intervention Planning has resulted in more children being identified as having a barrier to learning.								
	Overall Quality of Learners' Achievements Our pupils enjoy sharing their wider achievements at school with their class and SLT. Children's personal achievements both in and out of school are monitored and tracked at class and school level. In school, we recognise children's achievements through certificates and our SLT award system. Pupils achievements are tracked within the SLT award scheme. We are now tracking the engagement of children in Quantile 1 in wider achievements. We use our private Facebook groups for the EYC and School, to share celebrations with our school community. Our pupils are compassionate and contribute to the life of the school, wider community and as global citizens. Our pupils often suggest fundraising activities, both as part of pupil groups or to class teachers. Pupils value opportunities to exercise responsibly in real life contexts, to ensure they continue to build on skills for learning, life and work. Almost all P4–7 children lead a Kingcase Action Group (KAG) and fully contribute to the leadership of aspects of the school. The children leading these KAGS routinely survey the thoughts of children in P1-3. Our curriculum offer is also rich and involves many opportunities for children to enjoy success in the Arts and Sports. We do this through school shows and taking part in many sporting festivals.								
	Equity for All Learners Our pupils, most vulnerable or at risk of being disadvantaged due to financial circumstances are quickly identified and effective systems are in place to track successes and achievements. Staged Intervention and targeted use of Pupil Equity Funding ensure that pupil needs are met. Pupil Progress Meetings allow for teachers and SLT to discuss interventions and supports for pupils and families. Led by the Pupil Support Coordinator, families can be signposted to relevant supports either within school, the authority or the voluntary sector such as Barnardo's. Although we continue to face concerns around the diagnosis of neurodiversity with children, due to CAMHS waiting lists, we continue to do our best to support our most vulnerable children and families living with the challenges they face. A group of children who have barriers to learning are making very good progress in their learning as a result of interventions such as NESSEE spelling and reading. Our own self-evaluation for this indicator would be very good for raising attainment and achievement within our EYC and good within the school.								

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What are the key priorities for improvement in 2024/2025?

In line with guidance from the National Improvement Framework, the key priorities for Kingcase Primary and Early Years Centre for session 2025-2026 are to continue to strive to close the attainment gap whilst stretching our more able pupils through continual improvements in:

- Further increase attainment in Reading and Writing. In reading we will focus on comprehension and language. In writing, we will focus on increasing attainment of targeted children.
- Improve the quality of learning, teaching and assessment in math's. In particular focus on, introducing new CfE Maths assessments, introduce the use of concrete materials in all stages to develop conceptual numeracy.
- HWB/Inclusion: Develop the resilience of all children through our 'Building Resilience' programme.
- Increase opportunities for creativity across the school, with a focus on developing the curriculum and assessment of Art and Design.

What is the capacity for improvement?

Staff within the school have the desire and are committed to further improving outcomes for all children. Our child-centred aspirational vision continues to give a clear focus and a shared purpose. Staff have a very good knowledge of children and their individual needs. Our positive engagement with HGI/OELCC/HGI/OS is well established. This information helps us to identify our key strengths and next steps on our journey of improvement. Leadership at all levels has been a key strength of our school and helps to support and drive forward developments within our School Improvement Plan. Our strong partnership with parents is a key strength which we will continue to value and drive forward. Our school community knows its strengths and areas for development. This session has brought new challenges and opportunities for Kingcase, as we work with an ever-increasing number of children for whom the pandemic has had an impact, as well as the on-going cost of living crisis having an impact on their life beyond school. We also continue to work through a period of change of senior leadership within the school. However, all of these changes have highlighted the commitment and dedication of the team, the child-centred approach, the significantly positive support of our parents and the positive, 'can do' attitude of our young people. We relish the opportunity to strive forward and deal with the new session in a united and supportive manner to continue to ensure best outcomes for our young people and build on the many strengths of Kingcase.

As we move into 2025/2026, and plan to work with further reduced capacity in comparison to this year, we are taking a pragmatic approach to school improvement. We also acknowledge that this session was used as a time to process, reflect and plan post inspection and that next session requires a return to well paced change. This means that we will focus on key areas which were identified through robust self-evaluation involving all stakeholders. Reading remains a focus at a school and authority level. Our attainment data clearly tells us that we need to continue focus on the teaching, learning and assessment of writing. Finally, the Health and Wellbeing of all children remains a clear agenda at Kingcase and Nationally, as we continue to move further away from the pandemic but continue to be faced with the challenges as a result of reduced capacity in services beyond education. As a result, it is felt strongly that work now needs to take place to develop a positive mindset with children which is focused on building their resilience to be able to adapt to change. These priorities will be well articulated within our School Improvement Plan for session 2025/2026.