

Kingcase Primary School and Early Years Centre Improvement Plan 2026/2027



*'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?

	2024– 2025	2025– 2026	2026–2027
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			

*** This section of the School Improvement Plan will be updated after the publication of the latest service improvement plan ***

Maintenance Plan to ensure **sustained** improvement:

What?	Who?
READING:	
✓ EYC: continue to monitor the use of the 3 Read Approach to support group time.	Depute Manager/Lisa McKeown (EYC Literacy Lea)
✓ EYC: continue to consider how Family Learning addresses the areas of Phonological Awareness Data which appears as a concern.	Senior Practitioner
✓ Sustain the 3 Read Approach across P1-P3. Consider how this is being planned for and recorded.	PT/Reading Leader
✓ Embed the reading policy which has been developed over the past three years in relation to SAR is fully embedded, in particular the 'reading behaviours' and non-negotiables practice.	PT/Reading Leader
✓ Support teachers with ensuring a balance of reading skills timetabled across the week, without comprising other curriculum areas within the BGE	PT/Reading Leader
✓ Continue work towards Reading Schools Award	Reading Leader/Miss Morrison
WRITING:	
✓ Update and monitor overview of children accessing technology for writing	B.King
✓ Ensure all classrooms are consistently using 'Writing Simmering Targets' for 'tools for writing'	B.King
✓ Complete moderation of the remaining three genres and build exemplification for this.	B.King
✓ Continue to embed strategies to ensure all children can articulate their strengths and next steps in writing	B.King
✓ Continue to embed approaches to handwriting and increase expectation of high standards across all writing.	B.King
✓ Continue to use Colourful Semantics as a tool to support writing for individuals	B.King
NUMERACY and MATHEMATICS	
✓ Continue to embed adaptive teaching approaches in maths lessons using HQ, The Hive and The Investigation Station	E.Jamieson
✓ Use of new assessments and tracking created in session 2025/2026	E.Jamieson
WELLBEING and INCLUSION	
✓ Monitoring of wider-achievements	E.Jamieson
✓ Building Resilience Programme – Year 2	J.McClure
✓ Individual tracking and target setting for behaviour with a re-focus on engagement rather than behaviour	R.Delaney
✓ Further develop the P7 leadership programme	G.Nicoll/R.Taylor
✓ Continue to promote HT award scheme	R.Delaney
PEDAGOGY	
✓ Use staff surveys from work on SAL to create 'check-lists' to support ongoing improvement and embedding of strategies	R.Delaney/E.Morrison
✓ Use of 5 Part Model and Skills Characters in lessons. Update Learning, Teaching and Assessment Policy to reflect the work of SAL in session 2025/2026.	R.Delaney.
EYC	
✓ Continue to increase the team to take ownership of all aspects of planning. Continue to ensure the skills being developed are clear in the planning.	L.Cowan/R.Delaney
✓ Continue to develop and embed approaches from session 2025/2026 for Numeracy and Maths	L.Meeney

PRIORITY 1: TO INCREASE ATTAINMENT IN READING, WRITING AND MATHEMATICS

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

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
Mr Heath (Chartered Teacher) ✓ Responsible for tracking of data (DFE Screener, Class Based Tracking of reading, Nessler Data for Targeted Groups) ✓ Link with South Ayrshire Reads Team to co-ordinate and evaluate CLPL. ✓ Support implementation of Policy 	Mrs McClure (ADHT) and Mrs Agnew (PEF EYP) ✓ 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.  	Mr Heath (Chartered Teacher) ✓ 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  	Lisa McKowen (EYP Literacy Lead) ✓ Supporting colleagues to implement SIP priority for literacy. ✓ Overview of planning and tracking for Literacy ✓ Overview of Milestone Data for Literacy.  Lynsey Cowan (Depute Manager) Fully implement use of Learning Journals 

Literacy Leader – Writing

Pedagogy, Planning, Assessment and Moderation

Mrs King (A-PT)

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



Numeracy and Mathematics Leader

Pedagogy, Planning, Assessment and Moderation

Mrs Jamieson (A-PT)

- ✓ Responsible for the overview of pedagogy, planning, assessment, tracking and moderation of numeracy and mathematics PI-P7



Reporting and Recording of Levels of Attainment

Supporting parents/carers and children to better understand CfE levels through reporting processes.

Mrs McClure (DHT)

- ✓ Work with parents/carers and children to identify solutions to some issues raised in parent/surveys around understanding of assessment/CfE Levels



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.														
DRIVER 1 (Reading): Targets of attainment for each cohort based on previous attainment data. <table><tr><td>PI</td><td>Await information about new PI</td></tr><tr><td>P2</td><td>88%</td></tr><tr><td>P3</td><td>93%</td></tr><tr><td>P4</td><td>90%</td></tr><tr><td>P5</td><td>85%</td></tr><tr><td>P6</td><td>84%</td></tr><tr><td>P7</td><td>81%</td></tr></table>		PI	Await information about new PI	P2	88%	P3	93%	P4	90%	P5	85%	P6	84%	P7	81%	EYC Quality Assurance/Staff Self-Evaluation/Attainment Data.	PLANNING OF QUALITY GROUP TIME TO SUPPORT PHONOLOGICAL AWARENESS: ✓ Co-create an appropriate planning and evaluation tools to support focused group time with a clear focus on phonological awareness.	✓ Planning tool created by September weekend. ✓ Implemented and reviewed monthly with EYC team and SLT.	Depute Manager and Lisa McKeown (EYP – Literacy Lead). Collaborate with PI teachers to ensure progression across early level.	➤ Increased group time taking place. ➤ Improved language and communication data, particularly in milestone areas relating to letters and sounds. ➤ Improved attainment in PI and beyond as a result of early intervention.
		PI	Await information about new PI																	
		P2	88%																	
P3	93%																			
P4	90%																			
P5	85%																			
P6	84%																			
P7	81%																			
EYC Curriculum Audit/Quality Assurance/Staff Self-evaluation/Attainment Data	MUSIC and RHYME ✓ Increased opportunities for singing and music which supports rhythm and rhyme. ✓ All practioners to be trained by Karen Henderson in using songs and music to develop rhyme. ✓ Karen to lead coaching in context sessions with staff.	✓ Training from Karen Henderson – August In-service day ✓ Twice termly coaching sessions with Karen. ✓ Review impact/staff views in October/December and February	Depute Manager and Lisa McKeown	➤ Increased staff confidence and knowledge in using music to support rhyme and general literacy development ➤ Increased milestone data for this area.																
SCHOOL Attainment Data/ Self-Evaluation of assessment processes/	FULLY EMBED SOUTH AYRSHIRE READS APPROACHES ✓ To fully embed all South Ayrshire Reads approaches developed over the past three years through regular and focused quality assurance of learning and teaching as well as deeper analysis of assessment data (DFE screener and ORF data). ✓ Ensure all staff have a shared understanding of the 'non-negotiables' within the reading policy paper.	✓ Targeted interventions: plan in place by September weekend 2026. ✓ Mid year ORF: February 2027 ✓ Support for new staff in science of reading: three sessions August-September by SAR team. ✓ On-going Quality Assurance of learning, teaching and assessment/tracking	Mr N Heath (Reading Leader/Chartered Teacher) South Ayrshire Reads Team (Central)	➤ Sustained upward trends of attainment across almost all cohorts ➤ Improved ORF scores at each check-point, with more children within the 'ahead' or 'on track' columns of data. ➤ Increased confidence in using reading journals to record and evaluate books. Use these in learning conversations with children about reading. ➤																

		✓ Support new teaching staff to understand the principles of the science of reading. ✓ Increase opportunities for reading fluency in class through ERIC. ✓ Introduce reading journals for children (P5-P7) to record/evaluate books they are reading for pleasure (Accelerated Reader will no longer be used from August 2026). ✓ Introduce a mid-year ORF assessment to support mid-year tracking/intervention planning. ✓ Increase monitoring of on-going phonics assessments to identify gaps/intervention required. ✓ Teachers across P2-P3 to engage in regular dialogue around data and to support each other with planning/interventions, initially supported by Reading Leader. ✓ Teachers in the upper school to become more confident in using GL assessment data to identify significant gaps for the cohort to address through explicit teaching. Extend time of initial TAM meeting to support this.	(see Quality Assurance calendar).		
DRIVER 2 (Writing) Targets of attainment for each cohort based on previous attainment data.	SCHOOL: Attainment Data of cohorts Attainment Data of specific groups (e.g boys,	CLPL on Pedagogy of Writing ✓ All teaching staff to engage in CLPL sessions with Stephen Graham.	✓ Sessions will be finalised by January 2027 with Stephen Graham.	B.King (Acting PT)	➤ Improved teacher confidence in teaching particular genres. ➤ Increase in variety of teaching methods used

<table><tr><td>PI</td><td>Await information about new PI</td></tr><tr><td>P2</td><td>84%</td></tr><tr><td>P3</td><td>90%</td></tr><tr><td>P4</td><td>80%</td></tr><tr><td>P5</td><td>83%</td></tr><tr><td>P6</td><td>78%</td></tr><tr><td>P7</td><td>83%</td></tr></table>		PI	Await information about new PI	P2	84%	P3	90%	P4	80%	P5	83%	P6	78%	P7	83%	dyslexic learners, learners with a ASD profile) Staff survey	✓ 6 Twilight, each twilight focusing on a separate genre of writing. ✓ PT to create and agree a gap task between each session with Stephen Graham to ensure key messages are being developed with clear non-negotiables. ✓ 1 Page of key points created after each session to support the teaching of that genre when it happens. Feed into writing policy.		in writing lessons as result. ➤ Increased pupil engagement in writing lessons.
PI	Await information about new PI																		
P2	84%																		
P3	90%																		
P4	80%																		
P5	83%																		
P6	78%																		
P7	83%																		
		SCHOOL: Observations of writing Attainment Data of cohorts Attainment Data of specific groups (e.g boys, dyslexic learners, learners with a ASD profile) Staff survey	MODEL TEXTS TO SUPPORT SUCCESS ✓ Introduce PM Writing resources to support teachers with model texts. ✓ Model texts to be used to explore the genre with children and identify key-features in order to build shared success criteria.	✓ Training on August In-service day. ✓ Use of resource on-going ✓ Observe use through 2.3 visits.	B.King	➤ Improved teacher confidence levels in structuring writing lessons, particularly the exposition of a new genre. ➤ Pupil confidence in using model texts to support writing. ➤ Improved pupil engagement/attainment.													
		SCHOOL: Writing Tracking of specific skills Jotter Monitoring Stubborn writing data at particular stages	USING ASSESSMENT INFORMATION TO CLOSE GAPS ✓ Implement a consistent approach to daily short-burst writing with a clear focus on skills with lower level of achievement in class writing assessments. ✓ Introduce 9 O’Clock writing challenges each day	✓ Introduce by September weekend. ✓ Monitor through jotter monitoring	B.King	➤ Improved data for specific skills (e.g use of connectives). ➤ Improved fluency of writing using improved vocabulary.													
Driver 3: Mathematics and Numeracy Targets of attainment for each cohort based on previous attainment data.		SCHOOL: Lesson observations (peer and SLT). Pupil Voice Assessment data (Contextualized questions)	DEVELOPING MATHEMATICAL THINKERS ✓ LA Maths Development Co-ordinator to deliver 4 CLPL sessions on use of manipulatives and thinking boards to develop mathematical thinking,]	✓ 4 sessions delivered by January 2027 by S.Morrow. ✓ 2 Gap Task sessions delivered by January 2027 by E.Jamieso	E.Jamieson Scott Morrow	➤ Increased confidence of teachers in using manipulatives in all numeracy lessons. ➤ Increased confidence of all children using these manipulative resources.													

PI	Await information about new PI		✓ PT to set gap tasks for teaching staff to engage with between CLPL sessions			
P2	86%					
P3	93%					
P4	86%					
P5	90%					
P6	80%					
P7	85%					
		SCHOOL: Lesson Observations Big Maths tracking Teacher Survey	MENTAL MATHS ✓ Refocus all teachers on principles of using Big Maths approach ✓ 1 page Policy created in relation to Big Maths ✓ Introduction of online tools to support with planning and tracking of Big Maths	✓ TBC – will add in August.	E.Jamieson	➤ Increased consistency of Big Maths ➤ Increase in GL Scores with a mental maths component ➤ Upward trend in pupil tracking of Big Maths Scores
Driver 4: Reporting To increase the number of parents/carers confident in understanding our processes to reporting, assessment and their general understanding of CfE Levels.		SCHOOL Parent survey in May 2026 showed that 12% of parents/carers did not fully understand our processes to assessment, CfE levels and how they can support their child's progress	INFORMATION FOR PARENTS/CARERS ✓ Further understand the views of parents/carers by identifying barriers/patterns. ✓ With parents/carers create a clearer visual maps of CfE levels. ✓ Review how explicitly this information is being shared at reporting periods (parents' nights/reports etc). ✓ Deliver sessions at parents' nights about reporting/assessment/tracking processes.	✓ Parent focus groups: by end of September. ✓ Visual representation – January 2027 ✓ Visual representation shared with parents/carers at Parents' Night ✓ Use new format in May report ✓ October Parents Night: information session on assessment processes ✓ February Parents Night: information session on levels.	J.McClure	➤ De-creased numbers of parents/carers reporting lack of clarity in annual parent survey ➤ Increased engagement of parents working with school to support children who are off track in learning/risk of becoming off track.
		EYC Parent Surveys	COMPLETE ROLL OUT OF LEARNING JOURNALS ✓ Complete the roll out of using online Learning Journals to report on progress, record observation and tracking and develop parental engagement ✓ Update and refine Quality Assurance activities in relation to use of a new system.	✓ Roll out in Term 1. ✓ Review termly. ✓ Gather views of parents/carers regularly in order to respond to concerns/questions.	L.Cowan (Depute Manager)	➤ Increased parental engagement and satisfactory results through surveys. ➤ Increased number of learner observations carried out by EYPs.

Driver 5:
Further develop the quality of
interactions within the EYC
between adults and children



PRIORITY 2: 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

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.

Gold Accreditation for Rights Respecting Schools

Mrs McClure (DHT) and Mrs Duncan (CT)

- ✓ Re-accreditation of our RRS Award. Aiming for Gold.



Attendance and Punctuality

Mrs Smith (PT)

- ✓ Review and develop systems for tracking late-coming and strategies to improve this.



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 be re-accredited as a Gold RRSA school	✓ Silver accreditation 2025/2026	✓ Implement actions from Silver Accreditation	May 2027	✓ J.McClure/L Duncan	✓ Almost all children and staff to be able to articulate the RRSA journey to Gold and the impact of improvements/changes.
		✓ Use of RRSA Drama Pack to develop consistent understanding of RRSA across the school	On-going	✓ J McClure/L Duncan	
DRIVER 2: To reduce the amount of children who are late for school each day.	✓ Current tracking of children who are late.	LATE-COMING ✓ To create a digital tracking tool for recording of children who are persistently late. ✓ To create a 'Beat the Bell' challenge for the children who are persistently late. ✓ To create processes for communicating with parents of children who are persistently late.	✓ June 2026	✓ S.Smith (PT)	➤ Reduce the number of children who are persistently late for school ➤ Develop a clearer understanding of why there is an increase in late-coming.

DRIVER 3: To introduce new Care Plans for children in EYC. Care Plans to reflect more fully the whole child and all wellbeing needs	✓ Authority Move to a new format ✓ Self-evaluation of own processes ✓ Staff Views	EYC ✓ Ensure all staff are confident in using new Care Plan format ✓ Ensure the Care Plan is compatible with the use of Learning Journals. ✓ Ensure all practitioners are confident in co-creating wellbeing targets with children, colleagues and parents. ✓ Review Quality Assurance processes to ensure check-lists take into account changes made to formats.	✓ August-September: ensure all staff are fully supported in using these. ✓ January: Gather views of pre-school parents who have an understanding of previous system. ✓ Ongoing quality assurance of quality and relevance of targets	Depute Manager	➤ Increased focus on the whole child in targets. ➤ An increase in using parental views in creating targets for the child.
--	---	---	--	-----------------------	--

PRIORITY 3 - South Ayrshire Service Plan Priority (Plan insert issued by SAC)

Priority: Improving Our Curriculum

ALL SOUTH AYRSHIRE SCHOOLS 2025-2026

Aims	Actions	Intended Impact	Resources	Measures	Completion Date
<i>To increase all teacher understanding of the purpose and relevance of the CIC and the rationale behind curriculum reform.</i>	- The school will identify a curriculum lead to support the implementation of curriculum reform and act as a link with authority-wide developments. - The curriculum lead will participate in authority Train-the-Trainer professional learning to ensure consistent messaging and build internal capacity. - All staff will engage in planned CLPL to build understanding of curriculum reform during the two allocated twilight sessions using materials created by Curriculum PTs.	<i>Staff are clear on the key terminology around curriculum and educational reform.</i> <i>Staff can clearly articulate why curriculum change is being made.</i> <i>All staff are clear on the national timeline for implementation of the CIC</i>	Presentation created by Curriculum PTs	Staff survey (pre and post twilight sessions) Evaluation	August 2026 September 2026 January 2027
<i>To provide clear and consistent communication for all staff and stakeholders in relation to Scotland's Curriculum</i>	- Staff will access the authority's central digital hub for curriculum resources, exemplars and professional learning materials. - All staff will attend the relevant authority curriculum conference. - Content will be created centrally to raise awareness of the CIC and used by schools to engage wider school community. - The Curriculum PTs will offer support with parental engagement as requested. - School leadership team will receive regular CIC information via director's education update.	<i>Staff will feel supported during the early stages of transition.</i> <i>Staff feel well informed and confident in discussing curriculum changes with colleagues, learners and families.</i> <i>Parents and stakeholders will better understand Scotland's curriculum and the future changes.</i>	Central digital padlet Exemplars and professional learning materials Schools preferred media platforms	Analytics from shared online space (comments, resources, access to the toolkit and materials)	June 2027 May 2027 December 2026 June 2027

	- All Head Teachers will attend two authority HT Curriculum Conferences.				
<i>To establish an understanding of a concept-based curriculum and to introduce the Know-Do-Understand model.</i>	- 'Curriculum of Hope' professional reading distributed during the 'Train-the-Trainer' session for key leads. - Values from the 'Curriculum of Hope' text shared with all staff during twilight sessions . - Key leads to gather staff feedback at the beginning of the first twilight. - Key leads to repeat the staff survey at the end of the second twilight to gauge progress.	<i>All staff understand the principles of a concept-based curriculum.</i> <i>All staff will have had opportunities to engage with the values and principles of 'A Curriculum of Hope'.</i>	'A Curriculum of Hope' professional reading Microsoft form for twilight	Pre/Post Survey Data	October 2026 February 2027

PRIORITY 5: 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

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.

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



A creative Curriculum and Pedagogy

Expressive Arts (Music and Art)	P1 and P2 Pedagogy (Experiential Pedagogy)	Meta-Skills and IDL	P3 and P7 Pedagogy	EYC
Mrs Holmes (CT) and Mrs Duncan (CT) ✓ Develop and embed high quality learning, teaching and assessment in Music.  	Mrs Goerge (PI) and Miss Morrison (P2) ✓ To continue to develop and embed policy around our approach to pedagogy in P1 and P2. Further develop the approach in P2 to ensure progression from P1.  	Mr Delaney ✓ Through a whole cluster approach to IDL and planning for meta-skills, teachers will become confident in using 'big questions to develop lines of enquiry in learning. 	Mrs McClure, Mrs King and Mrs Jamieson ✓ To continue to identify a consistent approach to pedagogy in P3-7 which continues to develop learner agency ensuring all children are suitably challenged in their learning.   	Sarah Ghee (EYP) ✓ To develop Froebelian approach to creativity and ensure a wider range of creative opportunities are available to children. E.g – clay and woodwork. 

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 I: To increase opportunities for pupil entitlements of expressive arts, mainly Music and Art.	✓ Deep-dive of forward planning in Term 3 of 2025/2026 ✓ Pupil survey ✓ Teacher survey	MUSIC EDUCATION ✓ Create a dedicated classroom for Music. ✓ Ensure all classes are timetabled for quality music education each week. ✓ Develop planning and tracking to support delivery of music. ✓ Increase our participation in Ayrshire Music Festival ✓ Participation in the 'We make Music' award ✓ Build documentation of learning in music through displays, show-cases and class floor books.	✓ September weekend: all children accessing regular music education weekly, ✓ September weekend: introduce and ensure use of tracking system to support planning. ✓ October holiday – ensure systems for documentation are established and being used. ✓ March 2027: involvement in Ayrshire Music Festival	✓ Mrs Holmes – Music Teacher ✓ Mrs McClure – Strategic lead	Pupil Voice Documentation – displays, show-cases and floor books. Planning and tracking
		ART and DESIGN ✓ Introduction of skill-based programmes of study ✓ Ensure full entitlement to art and design experiences ✓ Skills displays across the school to show-case progression of a skill from P1-P7	✓ August – Introduction of planners. ✓ September – monitoring of first forward plan ✓ October – use of display areas to show-case skills.	✓ Mrs McClure – strategic lead.	Pupil Voice Documentation – displays, show-cases and floor books. Planning and tracking

DRIVER 2: Continue to develop approaches to learning in PI and P2	✓ On-going development work. ✓ HMI inspection ✓ 2.3 visits ✓ Staff survey ✓ Pupil Voice ✓ Attainment	PI ✓ Continue to embed approaches in maths and numeracy teaching. ✓ Develop this approach for literacy sessions. ✓ Continue to ensure high quality continuous provision ✓ Continue to ensure high quality play linked to IDL/other curriculum areas. P2: ✓ Develop (starting) to agree an appropriate approach for P2 pedagogy which builds on from PI. ✓ Agree a structure and format for Literacy and Numeracy sessions ✓ To develop active approaches to learning using a Teach, Practice and Apply approach. ✓ Develop appropriate role-play which is linked to IDL and/or other contexts for learning. These should be literacy and numeracy rich. ✓ To develop our Play Policy to reflect developments across the school year.	✓ September weekend: whole PI team to be set up with all areas appropriate for this pedagogy. ✓ September weekend: approach in place for Maths and Numeracy as developed this session ✓ February weekend: approaches in place for Literacy sessions. ✓ May 2027: Policy updated to reflect any developments. ✓ September weekend: P2 spaces suitably organised to reflect the principles set out for P2 pedagogy, with clear spaces for learning, and role-play linked to IDL. ✓ October-February: regular meetings to review and refine approaches. ✓ May 2027 update Play Policy to reflect developments.	✓ Mrs George ✓ Miss Morrison	Sustained and increased PI attainment. Continue to strengthen pupil wellbeing as they transition from EYC-PI. Increased and sustained pupil engagement in play and learning Sustained and increased P2 attainment. Continue to strengthen pupil wellbeing as they transition from PI-P2. Increased and sustained pupil engagement in play and learning.
---	---	---	---	---	--

DRIVER 3: To develop a whole cluster approach to IDL, specifically use of Big Questions and meta-skills to plan, assess and track learning.	✓ Curriculum Auditing, particularly IDL. ✓ Forward planning for Curriculum Reform.	CLUSTER IDL: ✓ Cluster working group set up to support the creation of planners. ✓ IDL to be delivered February-March 2027. ✓ Context will be around Building a Sustainable Future. ✓ Skills teaching staff will develop: -Use of Big Questions to guide a context for learning. -increased use of creativity and open-ended tasks for children. -Use of meta-skills to plan and track learning. -Creation of meta-skills passports.	✓ August-January – creation of cluster working group and creation of planning and resources to support deliver. ✓ January 2027 – cluster twilight to share intentions/planning ✓ Ongoing cluster meetings for HTs to be updated on progress ✓ February-March 2027 – delivery ✓ Term 4 2027 – review and plan next steps.	✓ R.Delaney	➤ Increased teacher confidence in using concept planning, Big Questions and open-ended tasks to develop knowledge, learner agency as well as using meta-skills. ➤ Increased pupil engagement
DRIVER 4: To continue to identify a consistent approach to pedagogy in P3-7 which continues to develop learner agency ensuring all children are suitably challenged in their learning.	✓ Continue work started in 2025/2026 ✓ Staff feedback ✓ Pupil feedback ✓ Attainment of P4 and P5 (pilot groups in 2025/2026).	P3—P7 Pedagogy ✓ Continue to encourage teacher creativity in trialling a range of pedagogy which develops learning which is Teacher Led, Teacher Initiated and Child led. E.g – The Integrated Day ✓ To foster a culture of enquiry with teachers who are trialling different approaches. ✓ By March 2027, agree an approach	✓ August-September weekend: teachers who used this approach last session to continue to do so. ✓ October – meeting with those teachers to review and plan next steps. ✓ October-February: set up informal staff reading group of staff interested in pedagogy. ✓ March 2027: agree which approaches will be consistent across P3-P7. Begin to develop policy to reflect this.	✓ Mrs King and Mrs Jamieson	➤ Increase teacher confidence in using a range of pedagogy. ➤ Develop teacher confidence in understanding Teacher Led, Teacher Initiated and Pupil Led learning. ➤ Agreed pedagogy in place for session 2027/2028.

		which is understood and agreed by teachers and plan for full development of this in session 2027/2028			
DRIVER 5 (EYC): To develop Froebelian approaches to creativity and ensure a wider range of creative opportunities are available to children. E.g – clay and woodwork.	✓ Part of three year strategic plan for EYC ✓ School focus on creativity – this aligns with the collective vision for the whole EYC and school ✓ Audit of planning and experiences.	EYC ✓ Build practitioner understanding of why using natural materials is important as well as the role of the adult in doing so. ✓ Focus on the environment by creating a rich and exciting space for activities to take place. ✓ Focus on quality interactions in developing play and creativity in these spaces. ✓ Track and monitor through floor books and quality interactions	✓ August-October – develop staff knowledge and understanding ✓ October-December – fully develop the area and provision ✓ January – monitor systems which are developing to monitor impact of this approach. ✓ April 2027 – plan next steps to further develop and embed.	✓ Sarah Ghee (EYP)	➤ Increased staff understanding of the benefits of Froebelian approaches to creativity ➤ Increased opportunities for creative play for children. ➤ Improvement in use of spaces to develop creativity.

Pupil Equity Funding Overview 2026/2027

(A fuller SIP plan has been completed and submitted to the Local Authority)

Total Allocation: £62,457	
Resource/Spend Allocation:	Areas of SIP addressed by this:
Early Years Practitioner to support across P1-P2. £38,025	✓ Increasing writing attainment ✓ Increase reading attainment ✓ Developing approaches to play in P1 and P2.
School Assistant – full time £24,557	✓ Increase achievement in reading and writing ✓ Support transition to SI for one P7 pupil.