

Kingcase Primary and Early Years Centre



Standards and Quality Report June 2026



Introduction

The purpose of this report is to provide an answer to the question – 'How good was our school in 2025-2026?' 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 2026/2027, 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 as of June 2026 is 384, with close to half of our children attending through placing requests. All pupils in Primary 1-5 receive a free school meal, with 12% of pupils entitled to free school meals. Six per cent of our children and young people live within SIMD deciles 1 and 2. This session, we have 13 classes and a teaching entitlement of 18.2 FTE. In addition, our staff team includes 7 support assistants, 3 clerical assistants, 1 Senior Early Years Practitioner, and 7 Early Years Practitioners within our EYC, alongside 1 additional Early Years Practitioner funded through PEF. Our wider team is completed by 1 janitor, 3 cleaners, and 6 catering staff. As of August 2025, Kingcase EYC became entitled to a Depute Manager. The school is supported by peripatetic music specialists who deliver violin, cello, and brass tuition. An Active Schools Coordinator supports physical education and contributes to our ongoing agenda of raising attainment and achievement 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. Session 2025/2026 has been a creative time for Kingcase, with staff looking outward to innovative and creative practice happening in schools across Scotland. Session 2026/2027 will see staff refine and embed new strategies as we begin to prepare for a national curriculum change.

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 1: Increase attainment in reading and writing.

NIE 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
3.2 Attainment and Achievement

PROGRESS AND IMPACT

EYC:

Reading

All practitioners across the Early Years Centre engaged in professional learning through South Ayrshire Reads (SAR) this session. This was delivered through an effective 'coaching in context' model, which practitioners evaluated positively. The majority of practitioners have begun to apply a range of approaches within group time. There is now a need to build further consistency in the explicit teaching of phonological awareness across the Early Years Centre. This has been appropriately identified as a priority within the forthcoming School Improvement Plan.

A literacy audit of the learning environment, undertaken in September, informed targeted improvements to environmental print, low-level displays and the book area. These enhancements have increased learners' access to print and supported higher levels of engagement with books, stories and early phonological awareness. The introduction of more interactive, child-led approaches, including displays focused on rhyme and initial sounds, has further supported this development. Most pre-school children (89%) have achieved at least 80% of Language and Communication benchmarks. Milestone data highlights the need to strengthen attainment in aspects relating to letters and sounds. A more strategic focus on explicit teaching and structured group time during session 2026/2027 is required to support further progress in this area.

A wide range of family learning opportunities with a clear focus on literacy has been offered across the session. Feedback from EYC parents indicates a need to review approaches to family engagement, particularly reducing reliance on in-centre participation due to work commitments. There is scope to strengthen home-school links through the provision of accessible, home-based learning activities. This development will be led by the Senior Early Years Practitioner.

SCHOOL:

Reading:

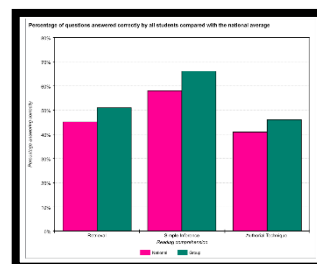
Seven children in P3 were re-assessed using the DFE screener in May 2026. All seven children made progress from their P2 score, with the most significant progress being a 20 percentage point increase. The least significant increase was a 6 percentage point increase. This work is a direct result of our Pupil Equity Funded Early Years Practitioner who supports learning and wellbeing across P1-P3.

A whole-school text was introduced in Term 1 to support the development of teachers' confidence in selecting high-quality texts with rich vocabulary. This approach was aligned with professional learning undertaken in partnership with the South Ayrshire Reads (SAR) team.

Learners engaged positively with the range of well-planned, high-quality learning experiences. As a result, almost all teachers report increased confidence and a clearer understanding of how to select appropriate narrative and non-fiction texts to support explicit teaching of vocabulary and the development of comprehension skills.

This work has been effectively integrated with the ongoing implementation of approaches informed by the science of reading, which have been embedded over the past two years.

Standardised assessment data from GL indicates that learners at Kingcase continue to perform above the national cohort in reading. This is particularly evident in areas of comprehension, including inference and understanding of authorial technique.



	Average Words Read	Average No Errors	Avg Correct / Minute	% Words Correct	Blue	Green
P4	158	2	157	98.7%	68.6%	5.7%
P5	127	2	124	96.5%	16.3%	42.9%
P6	161	1	160	99.3%	57.1%	8.2%
P7	151	1	150	99.0%	44.4%	22.2%

As well, as comprehension we continue to place a focus on reading fluency across the school, with processes to measure this across P4-P7.

The table shows overall data from our final reading assessment in reading fluency. The 'blue' column shows the % of children who are working beyond expected levels in this area, with the 'green' column showing % of children who are on track in this area. In almost all cohorts, the majority of children are working beyond the standard expected rate for reading fluency.

In term 3, a focus was placed on developing teacher's understanding of teaching morphology. Our Reading Leader, created whole school morphology challenges based on the 'teaching sprint' model. Almost all children and classes engaged well in this.

Writing

Most learners at Primary 1, Primary 4 and Primary 7 continue to achieve expected levels in writing. Whole-school improvement activity undertaken this session has supported the maintenance of strong progress across stages.

In a number of cohorts, there is evidence of improved progress over time when compared to prior levels of attainment. Overall, combined attainment across Primary 1, Primary 4 and Primary 7 has returned to pre-pandemic levels, with 86% of learners achieving expected standards in writing.

By May 2026, 80% of children in Primary 1, Primary 4 and Primary 7 who are in receipt of Free School Meals (FSM) achieved expected levels in writing. This represents a notable increase from 66% recorded in December 2025.

This improvement reflects the positive impact of targeted interventions, particularly within Primary 4, where additional staffing has been effectively deployed to support learners. As a result, targeted children have demonstrated improved attainment and increased confidence in writing.

The introduction of an additional Principal Teacher post this session has strengthened the strategic focus on writing across the school. This targeted leadership role has supported improved tracking and monitoring of learner progress, with a particular focus on dyslexic learners, and has promoted greater emphasis on writing for enjoyment alongside reading for enjoyment. Whole-school initiatives, including the introduction of writing challenges and the incorporation of regular opportunities for free writing within class programmes, have contributed to increased learner engagement and motivation in writing. The Principal Teacher has effectively coordinated high-quality career-long professional learning (CLPL) for teaching and support staff, in partnership with Speech and Language colleagues, focused on the implementation of Colourful Semantics. Staff have been supported to apply this approach with targeted learners who were not yet achieving expected levels, particularly in relation to sentence construction. As a result, staff report noticeable improvements in the quality and consistency of writing for these learners. Feedback gathered through staff and learner surveys in May 2026 provides a strong evidence base to inform ongoing improvement planning. This will support sustained progress in attainment and achievement in writing across the school.		
NEXT STEPS: Maintenance New Priority		
READING EC: -Build the pace of greater family learning with increased opportunities. -Increased Quality Assurance and moderation of the three read approach. -Introduce consistent planning and delivery model for explicit teaching in group time of phonological awareness. -To increase opportunities for increasing phonological awareness through music. SCHOOL: -Focus on ERIC time being used to focus on fluency. Consider how this is being tracked. -Increased Quality Assurance and moderation of the three read approach. -Introduce a mid-year assessment of ORF for P4-P7 -Increase time for teachers to work together to analyse data in relation to phonics and ORF. SAR team to support with this. WRITING SCHOOL: -Continue to ensure learners can articulate their strengths and targets in writing, through high quality teacher/peer/self feedback linked to SC. -To further strengthen approaches to supporting dyslexic learners to achieve. -To finalise moderation of three more genres across the school year and to build exemplification for these. -To provide high quality CLPL to teaching staff to support explicit teaching of key writing skills (Stephen Graham writing) -To introduce daily writing at 9am. Teachers to become better equipped at using assessment data to inform the planning for this. This will compliment weekly writing lessons.		

PRIORITY 2 – Increase attainment in Numeracy and Mathematics	
NIE Drivers: - School Leadership - Teacher professionalism - Parental engagement - Assessment of children's progress - School Improvement - Performance Information	LINKS TO HGIOS+?/HGIOELCC: HGIOS 4/HGIOELCC.OI's: 1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 2.5 Family Learning 3.2 Raising attainment and achievement
PROGRESS AND IMPACT EYC A lead practitioner for Numeracy and Mathematics has effectively driven improvements across the Early Years Centre. She has engaged in high-quality professional learning, including authority-led sessions and additional self-directed CLPL. This has contributed to increased engagement in numeracy and mathematics learning experiences across the setting. Targeted investment of a significant proportion of the EYC budget in numeracy resources has supported these developments. As a result, almost all practitioners report increased confidence in planning, interactions and observations in numeracy and mathematics. There remains scope to further develop the learning environment by enhancing spaces with richer resources and purposeful provocations to deepen children's mathematical thinking. The lead practitioner has collaborated effectively with cluster colleagues to refine a shared pathway for Early Level mathematics. This pathway is now in place and ready for implementation from August 2026, supporting greater consistency and progression across settings. All children in their pre-school year have achieved at least 80% in their Numeracy and Maths milestones. Improvement has been maintained from this time last year. SCHOOL: May 2026, combined attainment across Primary 1, Primary 4 and Primary 7 in mathematics is 91%, with almost all learners demonstrating very good progress. This represents a return to pre-pandemic attainment levels. Attainment in this area has shown a sustained upward trend since 2022 and now provides a strong and ambitious foundation for continued improvement. This improved performance is attributable to clear, strategic developments in numeracy and mathematics implemented during this session, as outlined below. Pupil Equity Funding has been used effectively to ensure that all classrooms are equipped with appropriate manipulative resources. This has supported learners to demonstrate their thinking during number work more effectively. All teaching and support staff engaged in professional learning delivered by the Authority Maths Development Co-ordinator in August 2025. However, quality assurance evidence indicates a need to strengthen and refocus this work, with a greater emphasis on the consistent application of this pedagogy across all classes. A planned programme of five professional learning sessions for all staff will support the development of a deeper understanding of the effective use of manipulative resources. While practice in a few classes demonstrates strong use of these resources, resulting in a significant minority of learners confidently articulating how they support their thinking, this is not yet consistent across the school. There is clear scope to extend this practice to ensure a more consistent and wider impact on learning and teaching in numeracy. Parents/Carers articulated a need to know more about the strategies used to support children with their mathematical thinking/processing. As such, a '#strategy of the fortnight' was started where by videos are shared with parents/carers of certain strategies being used by children. These videos are now placed on a dedicated area of our website. A change in PT of Maths resulted in a delay in some of this work. This work will therefore continue into new session. The mathematics curriculum was reviewed to incorporate new assessment approaches which are closely aligned to Curriculum for Excellence levels. As part of this process, progression frameworks ('pace snakes') for First and Second Level were revised to ensure alignment with assessment practices. The Principal Teacher of Mathematics and Numeracy has developed a structured approach to recording and tracking assessment data. Following a review in January 2025, most teachers are now using this information effectively to identify gaps in learners' understanding. However, this practice is not yet fully consistent across the school, and there remains scope to maximise the impact of this tracking system. Collaborative working across the Prestwick Cluster has supported the establishment of working groups to streamline ('de-clutter') aspects of the Early, First and Second Level mathematics curriculum. This work is beginning to support greater clarity and progression in learning pathways. All teachers involved in this work have found it to be useful and subsequently shared this with their colleagues to ensure consistency for planning. All teachers were provided with opportunities to engage in peer observation during Term 4, working within established adaptive teaching pairs. This activity was aligned to the school's strategic focus on the provision of appropriately challenging learning experiences. Using a lesson study approach, practitioners observed learning and teaching with a specific evaluative question: <i>'Learning through a real-world context increases learner engagement and provides sufficient challenge to deepen understanding and support reasoning.'</i> Observers were required to evaluate this using a 'yes', 'no' or 'impartial' response. This approach supported professional dialogue and reflection on effective practice, particularly in relation to learner engagement and the provision of challenge within mathematics. Overall, a majority of teachers answered 'yes' with a few answering 'partially'. This indicates that there is a degree of impact from work done this session around ensuring challenge for able learners. There is now scope to sharpen the focus of this work next session by providing greater clarity with teaching staff about how and when to use real-life contexts for maths. Quality assurance evidence of the mental maths programme (Big Maths) highlights inconsistencies in approach across the school. This is partly due to changes in staffing since its initial implementation, alongside a reduced focus on numeracy within recent school improvement priorities. Currently, only a majority of teachers report confidence in delivering the programme effectively. As a result, the impact on learners' progress in mental maths is not yet consistent across all classes. Targeted investment has been allocated from the school budget to support a renewed focus on this area in the forthcoming session. This will support the development of a more consistent and effective approach to the teaching of mental maths across the school.	

NEXT STEPS	Maintenance	New Priority
EYC	✓ To increase opportunities for mathematical thinking across the indoor and outdoor space.	
SCHOOL	✓ Continue with making videos for parents/carers of 'strategy of the fortnight' ✓ Increase the offer of CLPL around use of concrete materials with a clear focus on the four operations and gap tasks issued to support teachers to increase their use in class. ✓ Fully review the use of Big Maths and ensure greater consistency of approach across the school, with increased focus on the planning, assessment, tracking and monitoring of this. ✓ Consider processes for ensuring teachers feel confident in using real-life contexts for maths through holistic assessments.	

PRIORITY 3 – Ensure wellbeing, equality and inclusion for all.

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
2.1 Safeguarding and Child Protection
2.2 Curriculum
2.3 Learning, Teaching and Assessment
2.5 Family Learning
2.7 Partnerships
3.1 Ensuring Wellbeing, Equality and Inclusion

PROGRESS AND IMPACT

Building Resilience

Across the session, the school has taken a strategic and progressive approach to developing learners' resilience, drawing on national guidance and research-informed practice. Through the support of the South Ayrshire Learns team, almost all staff engaged in high-quality professional learning focused on supporting learners, including explicit input on The Learning Pit and the understanding that perseverance through difficulty is an essential feature of effective learning. This has led to greater consistency in pedagogical approaches and a shared language across the school for discussing challenge, effort and resilience. This has enabled children to recognise, name and begin to manage their emotions with increasing independence. In early years classes, the celebration of 'Magnificent Mistakes' has promoted a positive and open mindset towards learning errors, supporting children to view mistakes as opportunities for growth and deeper understanding. Targeted interventions have been successful in building resilience within friendships and social interactions. Small groups of children in the infant department and upper school have benefited from structured interventions such as Lego Therapy and Circle of Friends, resulting in improved communication, confidence and peer relationships. Staff observations indicate that these pupils now demonstrate increased independence in resolving minor conflicts and greater confidence when navigating social challenges. All pupils in P1-P7 completed four units of the Building Resilience Year 1 programme, including 'Be Resilient', 'Keep Connected', 'Be Yourself' and 'Change Your Mindset', ensuring a coherent and progressive experience across the school. Through the Building Resilience programme, the majority of families engaged with four structured homework tasks - 'Overcoming a Challenge', 'My Back-Up Team', 'I Am and I Can', and 'Mistakes Are Everything'. Engagement from families reinforced consistent resilience messages beyond the classroom. Responding directly to parental feedback, the school collaborated with Scottish Action for Mental Health (SAMH) to deliver workshops to P5, P6 and P7 pupils, and a small number of P6 parents, focusing on understanding feelings, managing stress and anxiety, and coping with transitions. In addition, the Educational Psychologist delivered the Ways to Wellbeing programme to all P7 pupils, equipping them with cognitive-behavioural strategies to understand and manage negative thoughts and emotions as they prepare for transition. As a result of these universal and targeted interventions, there is clear evidence of improved emotional literacy, greater perseverance in learning and increased wellbeing across the school. Learners show a stronger capacity to manage challenge, increasing independence in self-regulation, and a more positive attitude towards overcoming mistakes. This has contributed significantly to improved readiness to learn, enhanced interpersonal relationships and a more resilient, confident school community.



Rights Respecting School Award (Silver Accreditation)

The award of Silver Rights Respecting School Accreditation reflects the strong and developing rights-respecting culture at Kingcase Primary School. Almost all children demonstrate an understanding of children's rights and can identify a range of Articles within the UNCRC, with the majority able to explain how these rights impact their own lives and the lives of children locally and globally. Most children understand that rights are universal and unconditional and recognise that some children experience barriers in accessing their rights. A consistent and well-planned Right of the Month approach, delivered through weekly Huddles and supported by shared assembly slides, has ensured that all children engage regularly with children's rights. Almost all children can describe what it looks like when rights are realised and when they are not, making links to school life, wider society and global current events. Rights-based language is visible across the school, with all classes displaying class charters linked to specific UNCRC Articles, created collaboratively and revisited throughout the year.

Strong alignment between children's rights and the Kingcase Values ensures coherence across learning and relationships. Most children can describe how school values and rules support their rights, particularly in relation to Articles 28 and 29. A sustained focus on equity has improved understanding of how individuals are supported differently to ensure fairness.

A nurturing, rights-based approach to wellbeing has resulted in positive outcomes. Almost all children report feeling safe, valued and able to seek help from a trusted adult. Most staff use rights-respecting language consistently during learning, routines and restorative conversations. Whole-staff professional learning has increased understanding of children's rights and wellbeing, contributing to a reduction in exclusions, restraints and behavioural incidents over time.

Pupil participation is a clear strength at Kingcase Primary School. Through Kingcase Action Groups, the Junior Leadership Team and structured consultation processes, all children in P4-P7, have meaningful opportunities to influence decisions about their school. This has led to tangible improvements in playground provision, school policies and learning approaches. Most children feel their views are listened to and taken seriously.

Children are increasingly empowered to take action to promote rights beyond the school. Many children have participated in local and global campaigns through Rota Kids, Dyslexia Ambassadors and Fairtrade groups, addressing health, education and inclusion. These experiences have strengthened children's understanding of duty-bearers and their role as active, responsible citizens.

Overall, Silver Accreditation provides clear evidence that almost all children experience their rights in practice at Kingcase Primary School. Reflective self-evaluation and identified next steps, including further development of pupil-led campaigning and progression of leadership opportunities, support the school's continued journey towards Gold Accreditation.



Gold Sports Award

At the time of writing this report, the team of staff working on the Gold Sports Award were in the process of collecting data.

Self-evaluation of sporting activities indicated that more work was required to promote girls in sport. As such practical steps were taken, such as setting up a hockey team for girls with a new link set up with Wellington School, Ayr.

Kingcase took part in almost all activities offered by Active Schools this session.

NEXT STEPS

Maintenance

New Priority

- ✓ GOLD RRS award
- ✓ Year 2 Building Resilience

PRIORITY 4 – Develop approaches to pedagogy and learning

NIF Drivers:

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

LINKS TO HGIOSt?/HGIOELCC:

1.2 Leadership of Learning
2.3 Learning, Teaching and Assessment
2.4 Personalised Support
3.1 Ensuring Wellbeing, Equality and Inclusion
3.2 Raising attainment and achievement
3.3 Increasing creativity and employability

PROGRESS AND IMPACT

EYC

In August, the format for planning changed from being a teacher led model to a skills based model which requires the entire team to have input. This change came about in response to the reduction of teacher time in the EYC. Most of the team have now developed an understanding of the principles behind planning with a key focus on skills. There is now scope to ensure all staff have an understanding of this approach as we move towards a concept and skills based curriculum.

One member of the team has piloted the use of Learning Journals (online) this session which has been a great success and we are now ready for the entire team to implement this. This is also in response to parental feedback. The team are now ready to develop a stronger knowledge of child led planning.

SCHOOL:

Adaptive Teaching

All teaching staff have taken part in the South Ayrshire Learns, Adaptive Teaching programme. Baseline data showed a need to strengthen whole-school consistency in learning and teaching. Staff confidence and understanding of adaptive teaching varied: 63% of staff could accurately define adaptive teaching, and fewer than half (45%) demonstrated a secure understanding of adaptive learning environments. Confidence in proactive and in-lesson adaptations was similarly mixed, with averages sitting around 7.2–7.4/10. Learner feedback also highlighted uneven experiences of support, challenge, and independence, with 74% reporting work was "just right," while 11% found it too hard and 16% too easy. These patterns created a strong rationale for engaging in the Adaptive Teaching Programme to build shared understanding, coherent routines, and more consistent learner experiences across the school.

Across the year, learners experienced clearer routines, more predictable structures and improved access to learning at the right level. Survey data shows that the proportion of learners reporting their work as 'just right' increased from 66% to 72%, while those finding work 'too easy' fell from 23% to 16%, indicating more accurate pitch and strengthened adaptive practice. Focus-group comments reinforce this, with older learners describing how they choose between Headquarters, Hive and Investigation Station depending on whether they need challenge, peer support or teacher input: "You get to choose at every lesson rather than waiting to move up a group."

Learners also reported feeling more supported through scaffolding and clearer explanations. The proportion of learners who said their teacher 'always' or 'most of the time' shared learning intentions and success criteria rose from 87% to 90%, meeting the target and strengthening clarity and purpose. Focus-group pupils echoed this shift, noting that teachers "ask more questions", "help me understand", and "give me harder work which is a challenge".

Next steps involve embedding the work from this session, whilst ensuring the agreed approaches are written into school frameworks, policies and Quality Assurance check-lists.



Play-based Learning

Significant steps have been taken by the PI team to find a format for play-based learning which does not compromise high expectations of learning in literacy and numeracy. Effective use of spaces have been used in the infant department to create rich play experienced which develop meta-skills as well developing key learning.

Baseline evidence identified a need to develop play-based learning within Primary 1. Initial audits of the open area and learning environments, with a particular focus on numeracy and mathematics, highlighted that spaces were not sufficiently numeracy-rich. Leuven Scale observations also indicated low levels of child engagement across the cohort. These findings, alongside professional dialogue, highlighted inconsistent practice and provided a clear rationale for prioritising play pedagogy to improve both engagement and learning experiences.

Throughout the session, staff engaged in professional learning through collaborative enquiry, including a visit to a local primary school with a similar context and strong outcomes in play-based learning. This informed the development of a targeted action plan, based on approaches aligned to the school's values and attainment agenda. As a result, significant changes have been made to the learning environment to support high-quality play, with a balance of adult-led, adult-initiated and child-led experiences. Environments now offer a broader range of stimulating and purposeful areas and contexts, including block play, home area, role play (linked to interdisciplinary learning), creativity and junk modelling, reading nooks, an purposeful writing area, and tuff trays with varied provocations and loose parts. While there was a clear focus on improving numeracy, care has been taken to ensure that rich literacy opportunities are also embedded across all areas of play. All adults working in Primary 1, including an Early Years Practitioner, have demonstrated a strong commitment to self-evaluation and continuous improvement.



Follow-up Leuven observations demonstrate a significant improvement in learner engagement. All children increased their engagement scores when accessing play-based learning, with almost all achieving a level 5, indicating high levels of involvement and sustained concentration. This suggests that improved environments and more consistent pedagogical approaches have had a positive impact on engagement and participation in learning. Through these play experiences, children are increasingly developing meta-skills such as independence, problem solving, collaboration and resilience, as they plan, negotiate and reflect within their play. A follow-up numeracy audit also identified significant improvements in the quality and range of numeracy experiences across learning environments, with a number of areas now meeting expected standards. A small number of aspects have been identified as priorities for further development, ensuring continued progression and consistency.



Next steps will focus on strengthening staff confidence in observing and responding to play, particularly in identifying when to scaffold and how to extend children's learning. There is also a need to consider how high-quality play opportunities can be developed within Primary 2 to ensure continuity and progression.

NEXT STEPS Maintenance New Priority

EYC:

- ✓ Support all staff to use Learning Journals for profiles (online).
- ✓ Increase opportunities for Froebelian creativity.
- ✓ Further increase the pace of embedding planning and observation processes.

SCHOOL:

- ✓ Embed aspects of Adaptive Teaching and write agreed approaches from session 2025/2026 into Quality Assurance processes.
- ✓ Embed PI approach
- ✓ Consider P2 and P3 approach to learning, teaching and assessment with elements of play to ensure coherence in approach.

Evaluation Summary

Quality Indicator	School Self Evaluation
1.3 Leadership of change	Across the school and EYC, senior leaders continue to drive forward change in a well managed pace. Almost everyone in the Kingcase is highly committed to leading continuous change, with a clear focus on improving outcomes for all children. 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. All teachers have had opportunities to share their practice widely with cluster schools this session. This has been in relation to our work on Adaptive Teaching. A small number of teachers have shared their innovative practice widely across the Local Authority, for example how we use the beach as a context for learning. Senior Leaders are also involved in leading aspects of work at Authority level. For example, our DHT is working with colleagues to develop a refreshed Vision and Values for Education Services, as well as being a member of working groups focused on ADHD. The Head Teacher supports student teachers through UWS, as well as leading aspects of the LA's Leadership Development Programme. Teaching and support staff have engaged in looking outwards in order to improve our own understanding of creative pedagogical approaches. This has inspired a significant few teachers to be creative with their learning and teaching approaches. As a school we are well placed to begin the work of curriculum reform. A highly structured process to assess 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. For example, our most recent survey of Parents/Carers is used to highlight key strengths as well as sharing agreed next steps, which are discussed with all staff at in-service training. PRIMARY-SURVEY-PARENTS-AND-CARERS-MAY-2026.pdf Our children are actively involved in leading change across a range of KAGS (Kingcase Action Groups). Groups, such as RotaKids are instrumental in fundraising for charities at a school, local and international level. Our Junior Leadership Group have helped to lead work on evaluating our curriculum offer, as we embark on curriculum reform.

Quality Indicator	School Self Evaluation
2.3 Learning, Teaching and Assessment	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. Almost all children are generally very respectful of each other, and have a very good understanding of the school values in action. Behaviour has significantly improved this session as our highly consistent and structured approach to behaviour is becoming fully embedded. 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. An investment in updated technology in 2024/2025, has given a re-focus to the use of digital technology to support and enhance learning. 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. Our teachers hold a wealth of assessment information about children's learning and are beginning to use this with greater confidence to create individual learning pathways. There is now scope to further develop this work across the entire school in order to benefit all children with barriers to learning and indeed for children who are attaining beyond expected levels. 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. This work has been shared across the Local Authority. Less than half of teachers are piloting the use of using an Integrated Day to teach. This work has come as a result of looking outward to innovative practice happening in other schools. Although at an early stage, there are positive signs of this approach leading to greater learner independence and higher levels of engagement. Almost all teachers have developed approaches to teaching mathematics and numeracy which foster pupil autonomy and independence in assessing their own learning. The introduction across the school of 'Hive, HQ and Investigation Station' in maths lessons is already showing positive signs of improving pupil mindset in maths. This approach is now used consistently across P4-P7. In PI, Teachers are utilising an age and stage approach to their pedagogy. A balanced approach of teacher led instruction, independent work and exploration is supporting all children to make good progress in their learning. There is now scope to develop this approach further across a wider range of curriculum areas. 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. 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.

Quality Indicator	School Self Evaluation																										
3.1 Ensuring wellbeing, equity and inclusion	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. 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. We actively track wider-achievements at Kingcase and celebrate success with children through the Head Teacher award scheme. Our engagement with Social Work and other agencies continue to increase 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. 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. Attendance: 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: -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>2024/2025</th><th colspan="2">2025/2026</th></tr><tr><td>Overall Whole School Attendance</td><td>96% (as of 19 June 2025)</td><td colspan="2">95.5% (as of 30/6/2026)/</td></tr><tr><td>Attendance of children in receipt of Free School Means</td><td>93%</td><td colspan="2">92.3%</td></tr><tr><td>Attendance of our Care Experienced Children</td><td>95.5%</td><td colspan="2">95.4%</td></tr></table> This year our consistent approaches to positive behaviour, as well as strengthened relationships with key partners, within the local authority such as Family First Forum has reduced our formal exclusions of pupils due to behaviour. Pupil Equity Funding has always been strategically used to support this. Note: Exclusion is always a last resort. <table><tr><th></th><th>2023/2024</th><th>2024/2025</th><th>2025/2026</th></tr><tr><td>Rate of exclusion incidents per 1,000 pupils by characteristic</td><td>8.5</td><td>2.9</td><td>0</td></tr></table>				2024/2025	2025/2026		Overall Whole School Attendance	96% (as of 19 June 2025)	95.5% (as of 30/6/2026)/		Attendance of children in receipt of Free School Means	93%	92.3%		Attendance of our Care Experienced Children	95.5%	95.4%			2023/2024	2024/2025	2025/2026	Rate of exclusion incidents per 1,000 pupils by characteristic	8.5	2.9	0
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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 2026 children have achieved between 8-10 of their developmental milestones as follows:																																																			
	<table><tr><td>Stage</td><td>Communication & Language</td><td>Numeracy</td><td>Health and Wellbeing</td></tr><tr><td>EYC</td><td>86%</td><td>100%</td><td>96%</td></tr></table>	Stage	Communication & Language	Numeracy	Health and Wellbeing	EYC	86%	100%	96%																																											
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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.																																																			
	Tables below show that attainment is being maintained or increased at key stages from P1 to P4 or P4 to P7.																																																			
	<table><tr><td>CURRENT P4</td><td>22-23</td><td>25-26</td></tr><tr><td></td><td>P.1</td><td>P.4</td></tr><tr><td>Reading</td><td>82%</td><td>85%</td></tr><tr><td>Writing</td><td>82%</td><td>83%</td></tr><tr><td>Listening & Talking</td><td>87%</td><td>88%</td></tr><tr><td>Literacy</td><td>82%</td><td>80%</td></tr><tr><td>Numeracy</td><td>89%</td><td>90%</td></tr></table>	CURRENT P4	22-23	25-26		P.1	P.4	Reading	82%	85%	Writing	82%	83%	Listening & Talking	87%	88%	Literacy	82%	80%	Numeracy	89%	90%	<table><tr><td>CURRENT P7</td><td>19-20</td><td>22-23</td><td>25-26</td></tr><tr><td></td><td>P.1</td><td>P.4</td><td>P.7</td></tr><tr><td>Reading</td><td>88%</td><td>87%</td><td>88%</td></tr><tr><td>Writing</td><td>88%</td><td>83%</td><td>88%</td></tr><tr><td>Listening & Talking</td><td>93%</td><td>90%</td><td>94%</td></tr><tr><td>Literacy</td><td></td><td>83%</td><td>87%</td></tr><tr><td>Numeracy</td><td>91%</td><td>85%</td><td>88%</td></tr></table>	CURRENT P7	19-20	22-23	25-26		P.1	P.4	P.7	Reading	88%	87%	88%	Writing	88%	83%	88%	Listening & Talking	93%	90%	94%	Literacy		83%	87%	Numeracy	91%	85%	88%	
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	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 NESSIE spelling and reading.
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School	June 2026	Early Years Centre	June 2026
1.3 – Leadership of Change	Very Good	Leadership of Continuous Improvement	Very Good
2.3 – Learning, Teaching and Assessment	Very Good	Curriculum	Good
3.1 – Wellbeing, Equality and Inclusion	Very Good	Learning, Teaching and Assessment	Good
3.2 – Raising Attainment and Achievement	Very Good	Children's progress and achievements	Very Good

What are the key priorities for improvement in 2026/2027?

In line with guidance from the National Improvement Framework, the key priorities for Kingcase Primary and Early Years Centre for session 2026-2027 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, Writing and Maths. In reading we will focus on embedding all developments which have been introduced over the past three years. In writing, we will focus on increasing attainment of targeted children as well as supporting teachers to feel more confident in the pedagogy of writing. In Maths and Numeracy we will continue to focus on embedding thinking routines as well as re-visiting the aims of our approach to mental Maths.
- Continue to foster creative and innovative approaches to learning, teaching and assessment.
- Ensure all teachers are confident in their baseline knowledge of the Curriculum Improvement Cycle.
- Increase opportunities for creativity across the school, with a focus on developing the curriculum and assessment of Music and Art and Design.

What is the capacity for improvement?

Staff within the EYC and 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 HGIOLCC/HGIOS 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. 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 2026/2027 we are taking a pragmatic and creative approach to school improvement. This means that we will continue to focus on key areas which were identified through robust self-evaluation involving all stakeholders as well as areas which were part of a three year strategic plan. However, we are at an exciting point in Scottish Education as we embark on a wholesale curriculum refresh. Already, teachers at Kingcase are trialling creative and innovative pedagogies which will help us prepare for teaching using a concept based curriculum. This innovation and desire for change will allow us to enter 2026/2027 with a clear vision and mandate for change. It will continue to be the job of the SLT to sensitively manage this change by further strengthening quality assurance and self-evaluation processes to ensure the pace of change is well managed and that whole school consistency remains a priority.