

South Ayrshire Council

**Report by Depute Chief Executive and Director of Education
to Cabinet
of 18 June 2024**

**Subject: Inspection of Kingcase Primary School and Early Years
Centre: Education Scotland Report**

1. Purpose

1.1 The purpose of this report is to inform the Cabinet of the outcome of the Education Scotland Inspection of Kingcase Primary School and Early Years Centre.

2. Recommendation

2.1 It is recommended that the Cabinet:

2.1.1 considers the contents of the report by Education Scotland as contained in [Appendix 1](#); and

2.1.2 agrees that the main points for action will be addressed by the Headteacher and Quality Improvement Manager.

3. Background

3.1 Education Scotland inspectors inspected the school and early years centre in February 2024 and looked at some particular aspects of the school's recent work. The inspection was carried out using the full inspection model. This involves inspectors evaluating four quality indicators in the school and early learning centre.

3.2 The report for Kingcase Primary School and Early Years Centre was published on 23 April 2024.

3.3 The inspection of Kingcase Primary School and Early Years Centre found the following key strengths:

- Across the school and early years centre, highly effective senior leaders empower staff and families to contribute meaningfully to improvement and lead positive change. Children and families appreciate and value highly the open, collaborative and forward-thinking approach which the headteacher has inspired since taking up his post.
- Children are encouraged and supported to develop leadership skills in a variety of interesting and creative ways, particularly in the upper school. Children across the school and early years centre are learning to be confident, responsible, caring and co-operative.

- There is a strong, nurturing, supportive ethos shared by children, staff and families across the school and early years centre. Children look after one another very well. In particular, older children show compassion, care, kindness and respect to younger children.
- Senior leaders and staff across the school and early years centre work very well with families and partners to improve children's health and wellbeing. They work collaboratively to meet the wellbeing needs of almost all children effectively, including those with barriers to learning.
- In the early years centre, children make very good progress in their learning. Children are caring towards each other, take turns well and use a wide range of vocabulary.

3.4 Education Scotland Inspectors agreed the following key points for action with the leadership team of the school and educational services:

- Across all stages of the school, children need further opportunities to extend and apply their learning in new and unfamiliar contexts. This will allow children to develop and demonstrate the depth of their learning.
- In the school and early years centre, staff should continue to develop high quality child-centred approaches that offer the opportunity for children to lead their own learning.

3.5 The Headteacher of Kingcase Primary School and Early Years Centre will link with the Quality Improvement Manager to build on the strengths identified in the inspection report and address the key points for action.

4. Proposals

4.1 It is proposed that the Cabinet notes the key strengths and points for action in the Education Scotland report and agrees to the Headteacher addressing these in conjunction with the Quality Improvement Manager.

4.2 Given the positive nature of the report there will be no further visits by Education Scotland in relation to this inspection.

5. Legal and Procurement Implications

5.1 There are no legal implications arising from this report.

5.2 There are no procurement implications arising from this report.

6. Financial Implications

6.1 Not applicable.

7. Human Resources Implications

7.1 Not applicable.

8. Risk

8.1 *Risk Implications of Adopting the Recommendations*

8.1.1 There are no risks associated with adopting the recommendations.

8.2 *Risk Implications of Rejecting the Recommendations*

8.2.1 Educational Services may be downgraded as part of the Shared Risk Assessment process carried out by the Local Area Network responsible for scrutiny if the service does not address the main points for action.

9. Equalities

9.1 The proposals in this report have been assessed through the Equality Impact Assessment Scoping process. There are no significant potential positive or negative equality impacts of agreeing the recommendations and therefore an Equalities Impact Assessment is not required. A copy of the Equalities Scoping Assessment is attached as [Appendix 2](#).

10. Sustainable Development Implications

10.1 ***Considering Strategic Environmental Assessment (SEA)*** – This report does not propose or seek approval for a plan, policy, programme or strategy or document otherwise described which could be considered to constitute a plan, programme, policy or strategy.

11. Options Appraisal

11.1 An options appraisal has not been carried out in relation to the subject matter of this report.

12. Link to Council Plan

12.1 The matters referred to in this report contribute to Priority Two of the Council Plan: Live, Work, Learn and Outcome One: Education and lifelong learning.

13. Results of Consultation

13.1 There has been no public consultation on the contents of this paper.

13.2 Consultation has taken place with Councillor Stephen Ferry, Portfolio Holder for Education, and the contents of this report reflect any feedback provided.

14. Next Steps for Decision Tracking

14.1 If the recommendations above are approved by Members, the Depute Chief Executive and Director of Education will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported to the Cabinet in the 'Council and Cabinet Decision Log' at each of its meetings until such time as the decision is fully implemented:

Implementation	Due date	Managed by
Meeting to be arranged with the Headteacher to agree a plan to address the action points contained in the report and monitor progress in conjunction with the planned programme of visits	31 October 2024	Quality Improvement Manager

Background Papers **None**

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Date: **10 June 2024**



23 April 2024

Dear Parent/Carer

In February 2024, a team of inspectors from Education Scotland visited Kingcase Primary School and Early Years Centre. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's and early years centre's work.

- Across the school and early years centre, highly effective senior leaders empower staff and families to contribute meaningfully to improvement and lead positive change. Children and families appreciate and value highly the open, collaborative and forward-thinking approach which the headteacher has inspired since taking up his post.
- Children are encouraged and supported to develop leadership skills in a variety of interesting and creative ways, particularly in the upper school. Children across the school and early years centre are learning to be confident, responsible, caring and co-operative.
- There is a strong, nurturing, supportive ethos shared by children, staff and families across the school and early years centre. Children look after one another very well. In particular, older children show compassion, care, kindness and respect to younger children.
- Senior leaders and staff across the school and early years centre work very well with families and partners to improve children's health and wellbeing. They work collaboratively to meet the wellbeing needs of almost all children effectively, including those with barriers to learning.
- In the early years centre, children make very good progress in their learning. Children are caring towards each other, take turns well and use a wide range of vocabulary.

The following areas for improvement were identified and discussed with the headteacher and a representative from South Ayrshire Council.

- Across all stages of the school, children need further opportunities to extend and apply their learning in new and unfamiliar contexts. This will allow children to develop and demonstrate the depth of their learning.
- In the school and early years centre, staff should continue to develop high quality child-centred approaches that offer the opportunity for children to lead their own learning.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#) Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Kingcase Primary School and Early Years Centre

Quality indicators for the primary stages	Evaluation
Leadership of change	very good
Learning, teaching and assessment	good
Ensuring wellbeing, equality and inclusion	very good
Raising attainment and achievement	good
Descriptions of the evaluations are available from: How good is our school? (4th edition). Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Leadership of change	very good
Learning, teaching and assessment	good
Ensuring wellbeing, equality and inclusion	very good
Securing children's progress	very good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

[Details](#) | [Find an inspection report](#) | [Find an inspection report](#) | [Inspection and review](#) | [Education Scotland](#)

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. South Ayrshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Tracie McEwan
HM Inspector

**South Ayrshire Council
Equality Impact Assessment
Scoping Template**

Equality Impact Assessment is a legal requirement under the Public Sector Duty to promote equality of the Equality Act 2010. Separate guidance has been developed on Equality Impact Assessment's which will guide you through the process and is available to view here: <https://www.south-ayrshire.gov.uk/equalities/impact-assessment.aspx>

Further guidance is available here: <https://www.equalityhumanrights.com/en/publication-download/assessing-impact-and-public-sector-equality-duty-guide-public-authorities/>

The Fairer Scotland Duty ('the Duty'), Part 1 of the Equality Act 2010, came into force in Scotland from 1 April 2018. It places a legal responsibility on Councils to actively consider ('pay due regard to') how we can reduce inequalities of outcome caused by socio-economic disadvantage, when making strategic decisions. [FSD Guidance for Public Bodies](#) in respect of the Duty, was published by the Scottish Government in March 2018 and revised in October 2021. See information here: <https://www.gov.scot/publications/fairer-scotland-duty-guidance-public-bodies/>

1. Policy details

Policy Title	Inspection of Kingcase Primary School and Early Years Centre
Lead Officer (Name/Position/Email)	Lyndsay McRoberts, Depute Chief Executive and Director of Education – lyndsay.mcroberts@south-ayrshire.gov.uk

2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this policy? Please indicate whether these would be positive or negative impacts

Community or Groups of People	Negative Impacts	Positive impacts
Age – men and women, girls & boys	No	No
Disability	No	No
Gender Reassignment (Trans/Transgender Identity)	No	No
Marriage or Civil Partnership	No	No
Pregnancy and Maternity	No	No
Race – people from different racial groups, (BME) ethnic minorities and Gypsy/Travellers	No	No
Religion or Belief (including lack of belief)	No	No
Sex – (issues specific to women & men or girls & boys)	No	No

Community or Groups of People	Negative Impacts	Positive impacts
Sexual Orientation – person’s sexual orientation i.e. LGBT+, lesbian, gay, bi-sexual, heterosexual/straight	No	No
Thematic Groups: Health, Human Rights & Children’s Rights	No	No

3. What likely impact will this policy have on people experiencing different kinds of social disadvantage i.e. The Fairer Scotland Duty (This section to be completed for any Strategic Decisions). Consideration must be given particularly to children and families.

Socio-Economic Disadvantage	Negative Impacts	Positive impacts
Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing	No	No
Low and/or no wealth – enough money to meet Basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future	No	No
Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure/hobbies	No	No
Area Deprivation – where you live (rural areas), where you work (accessibility of transport)	No	No
Socio-economic Background – social class i.e. parent’s education, employment and income	No	No

4. Do you have evidence or reason to believe that the policy will support the Council to:

General Duty and other Equality Themes Consider the ‘Three Key Needs’ of the Equality Duty	Level of Negative and/or Positive Impact (High, Medium or Low)
Eliminate unlawful discrimination, harassment and victimisation	Low
Advance equality of opportunity between people who share a protected characteristic and those who do not	Low
Foster good relations between people who share a protected characteristic and those who do not. (Does it tackle prejudice and promote a better understanding of equality issues?)	Low
Increase participation of particular communities or groups in public life	Low
Improve the health and wellbeing of particular communities or groups	Low
Promote the human rights of particular communities or groups	Low
Tackle deprivation faced by particular communities or groups	Low

5. Summary Assessment

Is a full Equality Impact Assessment required? (A full Equality Impact Assessment must be carried out if impacts identified as Medium and/or High)	YES NO
Rationale for decision: An Equality Impact Assessment is not required on this occasion as this report is asking for elected members to note the outcome of the inspection	
Signed: Lyndsay McRoberts Date: 28 May 2024	Depute Chief Executive and Director of Education