



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath



## Dykesmains Primary School



### **STANDARDS AND QUALITY REPORT June 2023**

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024.

I hope that you find it helpful and informative.

Ms Elizabeth Gribben

Head Teacher

## OUR SCHOOL

Dykesmains Primary School is situated in Saltcoats, a town on the west coast of Scotland. The school is non-denominational and co-educational. There are currently 187 pupils at Dykesmains Primary. We have excellent links with our local secondary school Ardrossan Academy. We are proud of our achievement as an Eco School, having achieved our seventh green flag this year. We have been a Gold Rights Respecting School since 2019 and have recently had this status reaccredited. We hold our Fair Trade Achiever Award and are working towards our Digital School Award.

## OUR VISION, VALUES AND AIMS

### Our Vision

Dykesmains Primary is a welcoming and motivational school that nurtures and develops life skills. We work as a community to support pupils to learn transferable skills for life so that they can be as successful as they can be.

### Our Aims

- To create a safe, healthy and welcoming school.
- To ensure our children feel happy and secure within our community.
- To support children and families educationally, emotionally and socially.
- To provide a wide variety of opportunities and experiences to enable us to maximise each child's potential.
- To encourage our children to be independent and take responsibility for their own learning.
- To equip our children with the knowledge and skills to make healthy choices now and in the future.

### Our Values

We strive for excellence and equality for all through our school values.

**Friendly, Respectful, Encouraging, Approachable, Caring, Honest**



Click here to [View our Vision and Values video](#) or use this QR code

## ATTAINMENT & ACHIEVEMENT

Throughout the year we gather information on how our children are progressing in their learning. To monitor their progress we observe children working through tasks, listen to what they say, ask questions, set challenges and use standardised assessments.

North Ayrshire Council ask us to provide information on pupil progress in reading, writing, listening and talking and numeracy/maths. They ask us to look at children who have reached the end of Early, First and Second Levels. These levels are usually, but not always, achieved in P1, P4 and P7.

We are proud of how well are children are achieving:

- Almost all pupils in Primary 1 achieved Early Level in reading, listening and talking and numeracy. Most pupils achieved Early Level in writing.
- Most pupils in Primary 4 achieved First Level in listening and talking, writing and numeracy. The majority of pupils achieved First Level in reading.
- Almost all pupils in Primary 7 achieved Second Level in reading and listening and talking. Most pupils achieved Second Level in writing and numeracy

Key highlights this year include:

- All P2 pupils who engaged with our Reading Recovery programme made significant improvements in reading levels and in confidence with reading. Data gathered from pupils, parents and teachers clearly indicated a positive impact. Pupils were able to transfer skills from the intervention into class independently. Average gains for group 1 in reading age were 1 year and 4 months over a 7 month period with pupils on average moving up 16 reading levels. These gains were maintained in post intervention data.
- Data gathered evidences the success of the range of short targeted interventions including Literacy Box, Raising Writing, Boosting Reading and Numeracy Box These have impacted positively on pupil confidence and on the attainment of all pupils supported.

We are committed to ensuring our learners make good progress over time. Our data shows that this is true of almost all learners and interventions are in place where there is an identified barrier. Next session we will be focusing on further developing our pupil tracking and monitoring overview to include more of the wide range of data available. This will give us a clearer picture of our pupils as individuals, ensuring there is support and challenge in place alongside opportunities for wider achievements.

Attendance data shows attendance across the school was 90.58% with no exclusions of pupils. This is a small improvement on the year before (89.37%) but lower than the data for our quartile (92.02%) and the North Ayrshire average (91.21%). The cost of living crisis has impacted negatively on our attendance with parents taking pupils out of school for holidays due to reduced prices.

## WIDER ACHIEVEMENT

Learner participation initiatives at Dykesmains Primary School have positively influenced the wider achievements of our students and the school community. Through active involvement in decision-making, leading initiatives and participating in a wide range of events, learners develop essential skills, values, and qualities that extend beyond academic success.



**School Award programmes:** We also recognise personal achievements out of school, extracurricular involvement, leadership skills, sportsmanship, school values and acts of kindness.

**Extra Curricular Clubs:** Staff offered a wide range of extra-curricular activities including drama club, choir, netball, football, basketball, STEM, coding and Lego. They also supported participation in a range of North Ayrshire programmes including sporting events and competitions.

### Participation in opportunities for personal achievement [View our pupil voice video](#)

The school's commitment to nurturing individual talents and fostering personal growth has led to the offering of a wide variety of opportunities and activities across the year.



**Recognised Award programmes:** Pupils across the school have gained recognised awards such as the John Muir Award, Young STEM Leader, RSPB Wild Challenge. Families have achieved the Family Wild Challenge award.

### Participation in opportunities for decision making

Dykesmains Primary offer a wide range of committees and leadership roles to pupils across all stages. Learners actively contribute to decision-making processes across the school through regular class councils, our pupil council, Rights Respecting Schools steering group, Eco Schools, Digital Leaders and our Fairtrade committee.

### [View pupil voice video](#)



### [View pupil voice video](#)



### Participating in connection with the wider community

This session we have built on strengthening our connection With the wider community including partnerships with the Three Towns Growers, Phunky Foods, Family Learning, Active Schools, Arran View Care Home and Scottish Rugby.

**Parent/Carers:** We have been overwhelmed by the support of parent and carers through attendance at our learning assemblies, learning conversations, school trips and Family Learning programmes. Surveys show 100% of parents/carers feel welcomed into the school and feel that the class assemblies are a positive experience, helping them understand how their child learns in school.

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

**Developing outdoor space:** Our Pupil Council and Sports Captains have been very active in leading the improvements to our outdoor space. They audited resources, engaged with all learners and collaborated with our Parent Council. The results of this engagement are evident for all to see in our much improved playground. Pupil voice clearly shows the increased opportunities to improve fitness and enjoyment of the range of activities now available daily. Pupils have now led a survey across the school and have identified a further focus for next session.



**Developing library space:** Our Library and Reading Committee was formed this session. They met with a representative from the Scottish Booktrust to help develop the library space to ensure library borrowing is accessible to all classes. We also signed up to the Scottish Booktrust Reading Schools scheme. Pupils are now enjoying the benefits of our lending library and reading for enjoyment. The committee action plan for next session includes introducing Reading Buddies and family reading clubs.

**What makes a great lesson:** This session we prioritised having a shared understanding of our school priorities. In order to develop a consistent standard across lessons, staff and learners created a document called 'What makes a great lesson'. Our Rights Respecting Schools committee led focus groups in all classes and created a class survey to evaluate effective lessons across the school. This identified the elements of a lesson that pupils believe to have a positive impact on their learning. This will now be used to evaluate the quality of lessons across the school.

**Family learning:** Working in partnership with the Family Learning Team, we have offered a wide range of programmes over 100 families taking part. All families reported that they benefited from taking part, enjoyed learning with their child and feel more confident in continuing learning at home



## QUALITY INDICATORS

Provide your evaluation & brief summary statement for each of the 4 core QIs

QI 1.3 Leadership of Change

Evaluation - Good

Over the year we have made significant changes as a whole school team. We are committed to continuous improvement and achieving the highest standard for all of our learners. Self-evaluation activities have been effective in allowing us to reflect on and develop our practice and strategic vision.

QI 2.3 Learning, Teaching & Assessment

Evaluation - Good

We strive to ensure we are providing high quality learning experiences for our learners. We work together and value pupil voice in seeking continuous improvement in learning and teaching with pupils fully involved in this process. Our commitment to childrens' rights and encouraging positive relationships was validated when we were maintained our Gold Rights Respecting School status.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Evaluation - Good

We are committed to ensuring all of our learners are included, engaged and involved in the life of the school. Promoting the wellbeing of our school community is at the heart of all we do.

QI 3.2 Raising Attainment & Achievement

Evaluation - Good

Our tracking system, alongside effective interventions ensures continuous progress for learners across the curriculum.

## PUPIL EQUITY FUNDING

Breakfast Club - Pupils can access a healthy breakfast reducing the poverty-related attainment gap. Parent questionnaires have shown a high demand for this helping parents who have difficulty getting pupils to school due to anxiety/behaviour, working parents, supporting care experienced pupils and families experiencing food poverty.

Reading Recovery – Class Teacher accredited Reading Recover support reading recovery intervention, delivering collegiate sessions and supporting all classroom assistant interventions.

Early Years Practitioner - support improvements in early years, the development of play pedagogy and health and wellbeing. Targeted support in P1 through interventions in literacy and numeracy to raise attainment.

Educational Resources - Digital resources enhancing teaching and learning in all curricular areas, improvements to indoor and outdoor learning environments

## **IMPROVEMENT PLAN PRIORITIES 2023-2024**

### **Priority 1**

- To raise attainment and achievement through creating a strong professional learning culture to build consistency when delivering high quality learning experiences across the school.

### **Priority 2**

- Continue to develop and embed a robust tracking system to evidence attainment over time and personal achievement of pupils. Use data to identify need and provide effective interventions to ensure continuous progress and challenge for all pupils.

### **Priority 3**

- Work closely with Cluster colleagues to create a shared understanding of pupil achievement of a level and adopt a consistent, agreed approach to this.