



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Dykesmains Primary School



STANDARDS AND QUALITY REPORT

June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025.

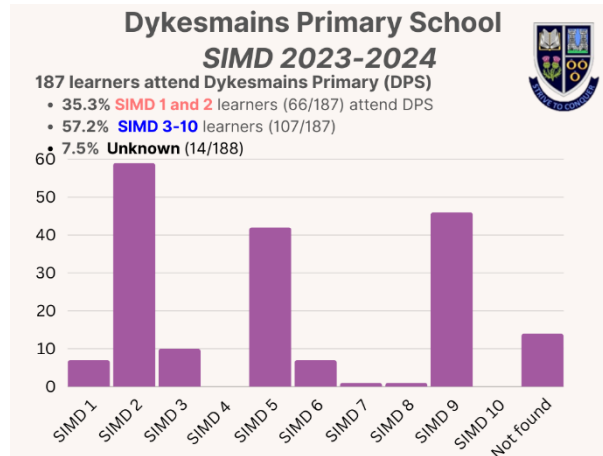
I hope that you find it helpful and informative.

Ms Elizabeth Gribben

Head Teacher

OUR SCHOOL

Dykesmains Primary is situated in Saltcoats, a town on the west coast of Scotland. The school is non-denominational and co-educational, with a current role of 188 pupils. We have excellent links with our local secondary school, Ardrossan Academy.



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.

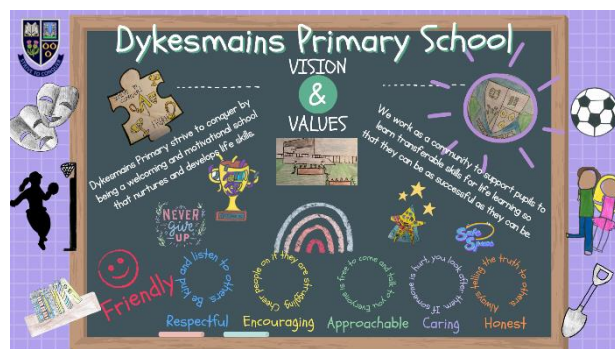
Our Aims

- 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. We record 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 our children are achieving:

Primary 1

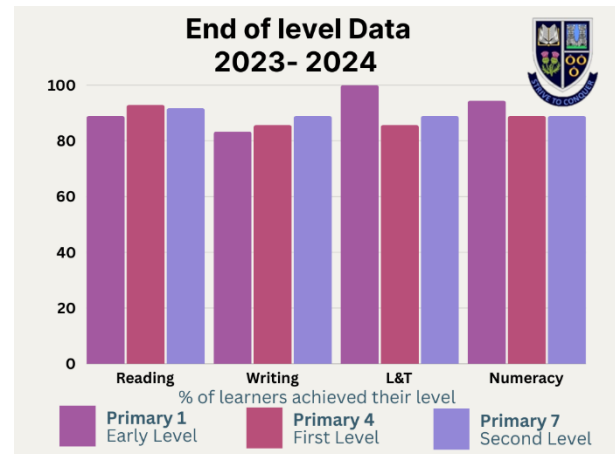
All pupils achieved Early Level in Listening and Talking. Almost all pupils achieved Early Level in Numeracy. Most pupils achieved Early Level in Reading and Writing.

Primary 4

Almost all pupils achieved First Level in Reading. Most pupils achieved First Level in Listening and Talking, Writing and Numeracy

Primary 7

Almost all pupils achieved Second Level in Listening and Talking and Numeracy. Most pupils achieved Second Level in Reading and Writing.



Key highlights include:

- 70 literacy and numeracy interventions were delivered this session. Data gathered evidences the success of the range of short targeted with almost all interventions evidenced progression in learning.
- Building on wider achievement with our Learning for Sustainability priority, 188 learners will have achieved their Silver RSBP wild challenge award this session. In addition to this, 34 pupils received their John Muir award and 32 learners in Primary 5 received their Heritage Hero Award.
- In recognition of the wellbeing impacting on learning, we have engaged partners to provide 31 interventions through a range of group work, 1:1 and family support. All pupils who provided feedback, felt that their support was enjoyable and impacted positively on their home/school lives.

Attendance

Attendance data shows attendance across the school was 93.10% with no exclusions of pupils. This is an improvement on the school data for 2022-2023 at 90.54%, higher than the data for our quartile 92.65% and higher than the North Ayrshire average of 91.73%. Although our attendance is higher than our comparators, the cost of living crisis continues to impact negatively on our attendance with many families taking pupils out of school for holidays during term time due to reduced cost.

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.

Parent/Carers: Once again, we have been overwhelmed by the support of parent and carers through attendance at our learning assemblies, learning conversations, school trips, Family Learning programmes, open afternoons and end of term assemblies. 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.

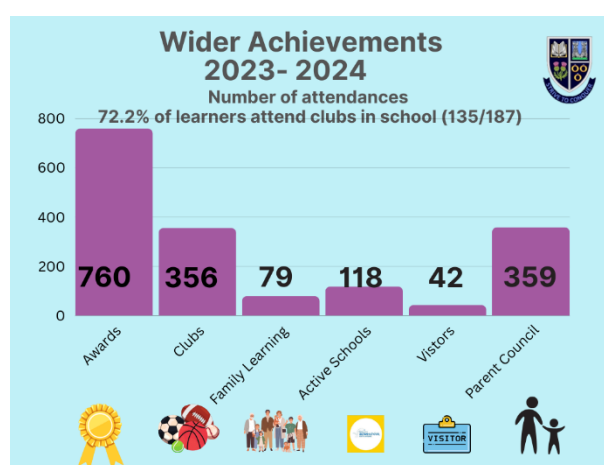
Participation in opportunities for personal achievement

[Click here to view our pupil voice video- Personal achievement](#)



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.

We continue to build on our recognised award programmes: Pupils across the school have gained recognised awards such as the John Muir Award, we have built on the RSPB wild challenge bronze award and this year all pupils have now achieved their Silver Award. In addition to this, Primary 5 achieved their Heritage Hero Award through a North Ayrshire initiative in partnership with GSK and Kilmarnock Football club.



Participation in opportunities for decision making

[Click here to view pupil voice video- Decision making](#)



This session, school staff led nine committees and each pupil selected to be part of a committee based on their interests.

- Pupil Council
- Rights Respecting Schools steering group
- Learning for sustainability
- Digital Leaders
- Fairtrade committee
- Junior Road Safety Officers
- Reading and Library committee
- Developing the Young Workforce

We value pupil voice and act upon suggestions made by the children. They represent the school across a wide range of events and we are proud of the contribution they make towards our school community.

Participating in connection with the wider community

[Click here to view our pupil voice video- Community](#)



We continue to build on strengthening our connection with the wider community including partnerships with the Three Towns Growers, Phunky Foods, Family Learning, Active Schools, Local Early Years Centres, Arran View Care Home and Scottish Rugby.

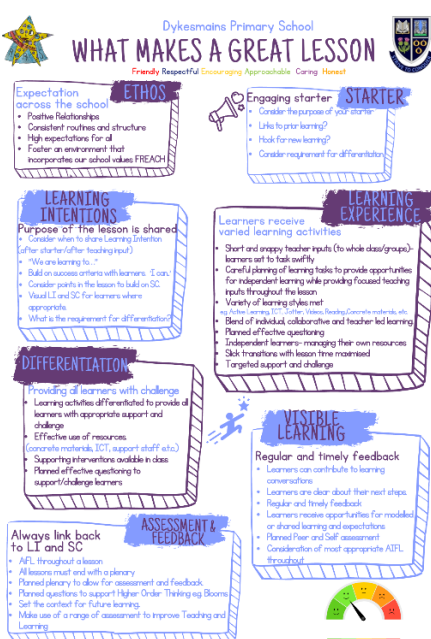
We work with our community partners to support wellbeing across the school. Thirty supporting interventions have taken place this session and some pupils may have engaged with more than one partner. Overall, all pupils report a positive impact working with our partners and can share the impact of their support either at school or at home.



HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

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.



Participating in Learning, Teaching and Assessment

[Click here to view our pupil voice video- Learning](#)

& Teaching



Last session, pupils and staff created a shared document on 'What makes a great lesson?'

Children are able to identify the parts of a lesson that helps them to progress through a level. They understand that there is a wide range of abilities in their class and that their teacher plans accordingly to suit their learning. Children who receive interventions to support their learning enjoy the additional support and can identify how this has helped their learning.

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.

Together, we identify interventions at the earliest stage and match these to the needs of each individual learner. A range of literacy and numeracy interventions are available to support a wide range of learners with intervention is matched to individual needs. Key highlights this year include:

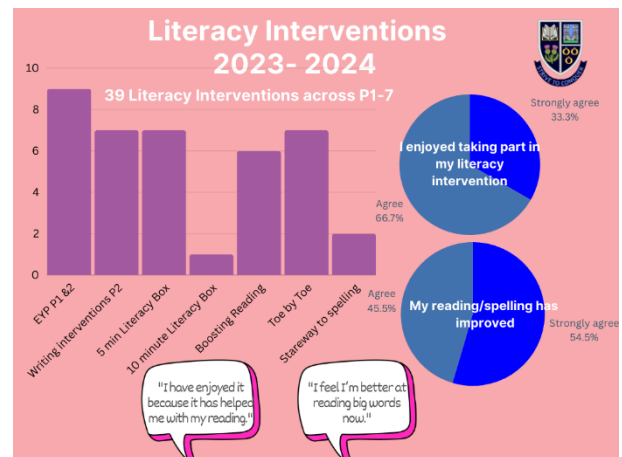
Literacy interventions

41 literacy interventions were delivered this session. Almost all interventions have improved attainment and all pupils have reported a positive impact of receiving this support in their learning and confidence.

Feedback from our learners is extremely important and helps to shape interventions for other learners as well as next steps for current interventions.

Interventions include:

- Early Years Practitioner interventions
- Writing interventions
- 5/10 minute literacy box
- Boosting Reading
- Toe by Toe
- Stareway to spelling
- Lexia

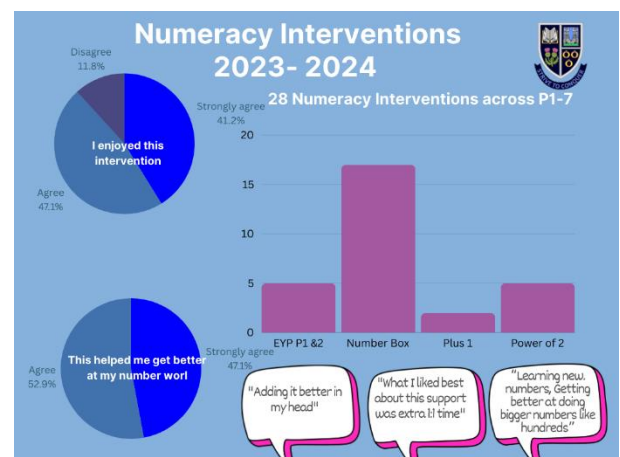


Numeracy interventions

Retrieval practice has been introduced to build on prior learning across the school. This has had a positive impact on learner confidence and recall of concepts. This session many numeracy interventions were delivered. Almost all interventions have improved attainment and all pupils have reported a positive impact of receiving this support on their learning and confidence.

Interventions include:

- Early Years Practitioner interventions
- 5/10 minute number box
- Plus 1
- Power of 2



QUALITY INDICATORS

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

QI 1.3 Leadership of Change

Evaluation

Very Good – 5

Over this session we have continued with our commitment to continuous improvement and achieving the highest standard for all of our learners. Our HM Inspection in October 2024 highlighted the school values as very evident in relationships and embedded in the ethos of the school. Our staff are committed to collective responsibility in the process of change and feel supported and guided by senior leaders. Self evaluation activities as a whole school community have been effective in allowing us to reflect on and develop our practice and strategic vision.

QI 2.3 Learning, Teaching & Assessment

Evaluation

Very Good - 5

HM Inspectors evaluated this quality indicator as very good. They validated that staff provide a calm, nurturing and purposeful learning environment that supports children's learning well. All teachers have high expectations and aspirations for children. They have developed attractive, stimulating learning environments, which recognise and celebrate children's work. All teachers use consistent classroom routines, clear instructions and meet learning needs well. They also ensure there is a clear purpose to their lessons. Children are fully involved in their learning and able to interact well with their peers and staff. All teachers use a range of assessments to support children's next steps in learning. These assessments are integral to teachers' planning and build on children's prior learning. The HMI report highlighted that senior leaders and staff make effective use of the learning, teaching and assessment cycle. Staff take very good account of children's contributions. This was noted as a key strength of the school by HMI. All children are valued and encouraged to contribute fully to the life of the school.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Evaluation

Very Good - 5

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. All staff have a strong understanding of the socio economic factors that can affect children and families. Funding is used effectively to provide resources and additional staffing to support wellbeing, equality and inclusion.

QI 3.2 Raising Attainment & Achievement

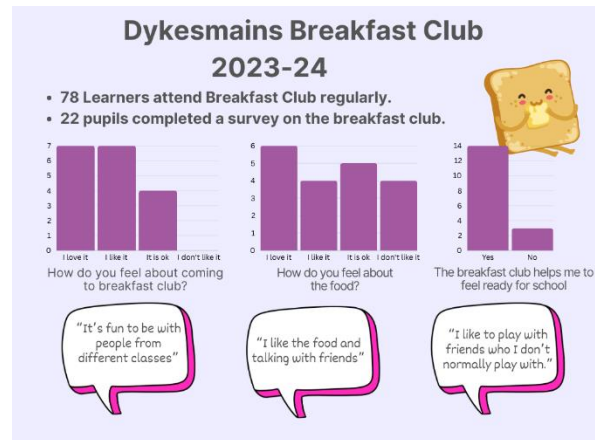
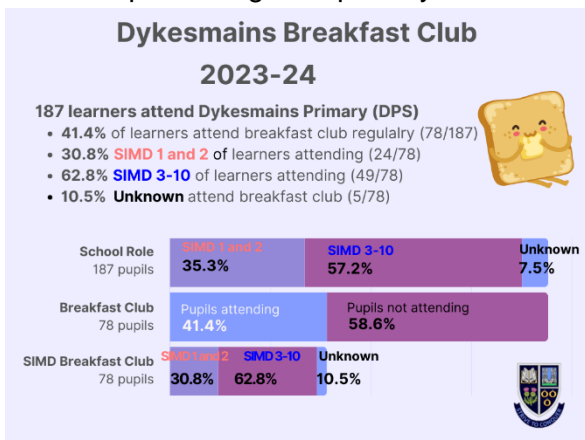
Evaluation

Very Good - 5

This quality indicator was evaluated as very good by HMI. School data is reliable and reviewed regularly. We have developed very effective processes to track children's attainment using a consistent and interconnected approach. Robust termly attainment meetings are held to discuss children's progress and target any identified needs. Pupils benefit from these targeted interventions and this is bringing about further improvements in attainment. Teachers are developing their skills in data analysis effectively. This is helping them to have increased ownership of data at a classroom level. Our pupils enjoy achieving widely and sharing their successes and staff are proactive in planning a range of opportunities to broaden children's experiences across different activities.

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.



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 using both 1:1 and small group work approaches. Data evidences that additional support to identified learners in Primary 1 has added value in the following areas.

- Initial sounds**- on average 16% increase on identifying the initial sounds from January to February with one learner increasing their ability to identify the initial sound by 27.5%
- Sound recognition**- on average learner sound recognition increased by 17%, with two learners increasing their sound recognition by 26.8%
- Bronze words**- on average learners had a 20% increase in recognition of Bronze words with two pupils increasing their recognition by 33% between January and June

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

IMPROVEMENT PLAN PRIORITIES 2024-25

Priority 1 - To review and develop the curriculum by expanding the use of educational technologies, fostering creative and critical thinking and promoting active and lifelong learning for all.

- The skills and knowledge needed for future success in the workplace are changing and embedding technological proficiency, interdisciplinary learning, adaptability and resilience in our curriculum will help ensure future success for our pupils. Developing creativity will increase focus, engagement and motivation for learners.

Priority 2 - Improve pupil health and wellbeing and close the attainment gap through whole school and targeted support systems and inclusive educational practices.

- Over the last 2 years, we have introduced neuroscience across classes and zones of regulation in relevant classes based on need. From collegiate evaluation we have identified a need to build on consistency across levels and streamline all wellbeing resources to a whole school approach which will also allow us to build on effective partnership working with supporting agencies.