



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



Dykesmains Primary School



STANDARDS AND QUALITY REPORT

June 2025

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2025-2026.

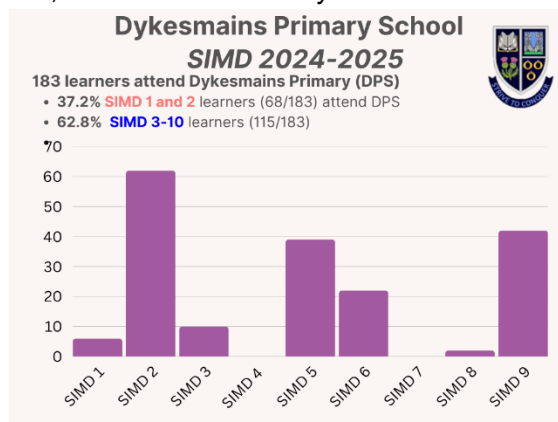
I hope that you find it helpful and informative.

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 183 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.

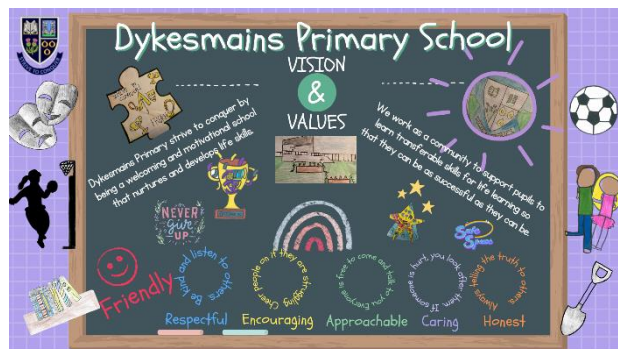
Our Aims

- 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 the QR code above.

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

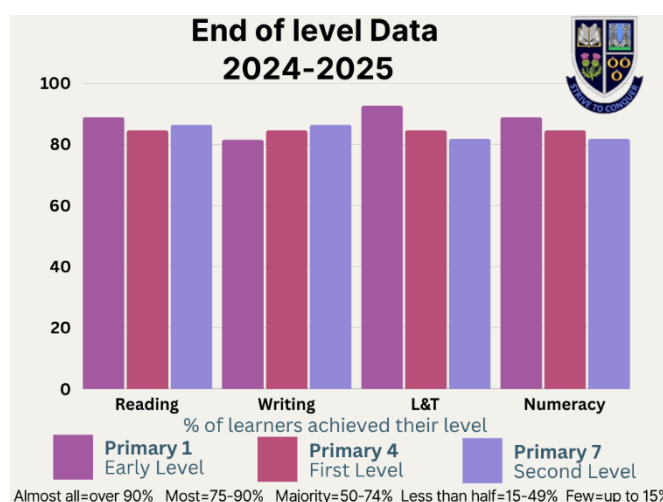
Almost all pupils achieved Early Level Listening and Talking. Most pupils achieved Early Level in Reading, Writing and Numeracy.

Primary 4

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

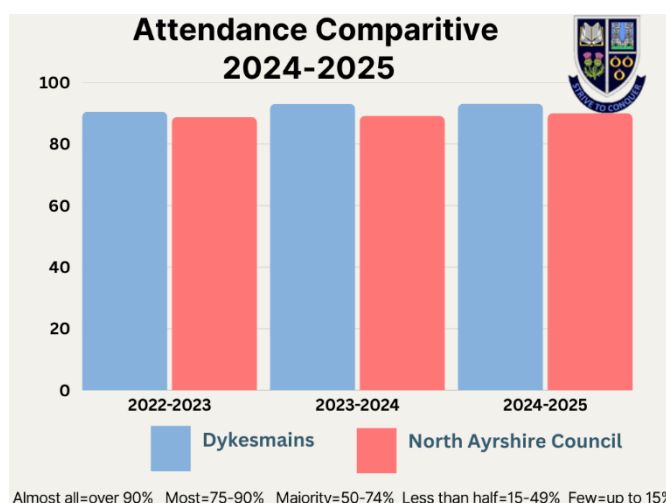
Primary 7

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



Attendance and Exclusion

Current attendance for pupils is 93.15% which is 3.15% above the local authority average. There have been no exclusions across the last 3 years.



WIDER ACHIEVEMENT

Digital Learning

In line with our School Improvement Plan, a significant emphasis is placed on developing opportunities for digital progression across the school, we have integrated technology more consistently into learning teaching, and we have enhanced digital literacy skills for staff and pupils. We have invested in new technology to build on progression across the school, building on skills for life and the world of work. In addition to this, 33 pupils in Primary 6 achieved their Young STEM Leader Award. Pupils collaborated, planned, created and led learning STEM to other classes and their families through a sharing afternoon.



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Eco Flag

This session, we have continued to promote our Learning for Sustainability curriculum, achieving our 10th Eco Flag. Dykesmains is committed to embedding even more sustainable practices into daily school life, encouraging pupil-led environmental initiatives, and creating a sustainable garden.



Sports Scotland Gold Award

Dykesmains Primary School continues to prioritise it's key areas to further enrich its educational and extracurricular offerings. We focus on deepening pupil engagement in a wider variety of sports, promoting leadership opportunities, and fostering a sustained culture of active living. As a result, we achieved the Sports Scotland Gold Award.



Please use the QR code or visit this [link](#) to view a video sharing our achievements in sports across the school. (Password: DPSports)



Learner participation for Personal Achievements

We have significantly broadened our after-school and lunchtime club offerings this session, directly responding to learner and parental feedback. After surveying all children about their interests, we introduced a wider variety of opportunities. As a result, an impressive **100% of our learners participated in a wider opportunity at least once**. This included opportunities in sports, technologies, drama, wildlife, art and family clubs. School staff, Active Schools and other community providers facilitated these opportunities. You can view the positive impact these opportunities have had on our children by viewing their statements the link below or by scanning the QR code.



Please use the QR code or visit this [link](#) to view a video sharing our achievements in sports across the school. (Password: DP-Achieves)

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

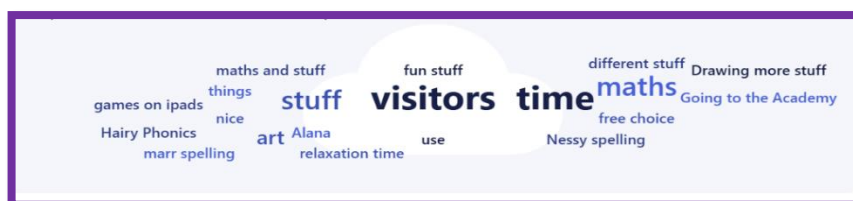
Priority 1: To review and develop the curriculum by expanding the use of educational technologies, fostering creative and critical thinking and promoting active and lifelong learning for all. We have successfully integrated digital technologies across the curriculum and improved opportunities for creativity and critical thinking across the school. Feedback has been very positive.

Pupil feedback on Priority 1

In May, all classes took part in pupil surveys on the SIP. Learners identified what is important for their learning, the top 4 in order:

1. Laptops and iPads
2. Teachers
3. Pupil Support Assistants
4. Visitors

Creativity opportunities identified by learners include:



Learners identified a range of opportunities to improve learning next year:



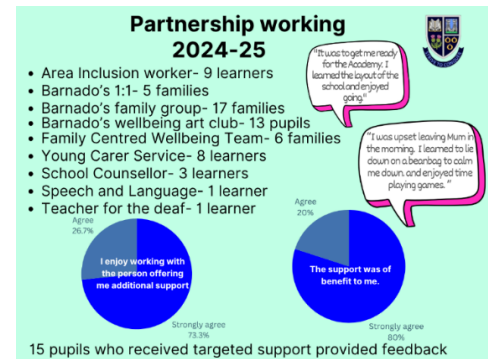
Learner views on learning opportunities	Learners	Agree
Lego Spike has been beneficial for their learning this year.	P4-7	Almost all 91%
Increased access to iPads has been beneficial for my learning.	P1-3	Most learners 77%
Increased access to iPads has been beneficial for my learning.	P4-7	Almost all 91%
Nessy Spelling, Hairy Phonics or Pocket Phonics has been beneficial for my learning	Targeted learners	Almost all 92%
The library upgrade is a beneficial learning environment	P1-7	Almost all 91%
I have opportunities to be creative in school	P1-7	Almost all 95%
The playroom supports my learning	P1-3	Most learners 78%

Parent/Carer feedback on priority 1 (33 completed surveys, February 2025)

- **All parents/carers** (100%) agree that they are provided with opportunities to access the School Improvement Plans for this year.
- **All parents/carers** (100%) believe the learning approaches observed promotes skills for lifelong learning
- **All parents/carers** (100%) agree they had seen a wide use of technologies across the classes.
- **All parents/carers** (100%) observed creativity and critical skills when visiting their child's class.

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

We continue to work closely with our educational and external partners. **38 learners** have access to targeted support for wellbeing across a wide range of services.



Wellbeing Support	No of learners	Impact
Bereavement packs School support	4	Parental feedback has been positive about the support for home.
Lego Therapy School support	2	Pupil started in term 3, inconsistent engagement. Will continue to support. 1 pupil started in term 4, engaging well.
Barnado's Wellbeing worker PEF Spend	5 17 13	Wellbeing wheels will measure impact. Parental and pupil feedback is positive. A family art club was offered in term 3, this was received well with families seeking further opportunities next session. Pupil drop in wellbeing art club.
Area Inclusion worker Education service	9	8 pupils supported for transition of which 3 pupils continued onto the Academy Enhanced Transition programm. Pupils and family report a positive mindset towards transition. 1 pupil- 1:1 to support building self confidence. 2 pupils identified for LIAM next session.
School counsellor Education service	3	Pupil feedback in positive about support.
Family Wellbeing Team Authority service	6	2 families withdrew from the services as they felt regulation at home and school had improved. 2 families have been allocated workers this term. 2 families are on the waiting list.
Crisis Counselling	1	Service assessing support available.
Young Carers National service	8	Drop in with Young Carers worker. Access to wellbeing fund for all pupils.

Pupil feedback on Priority 2

Learner views on Health and Wellbeing	Learners	% agree
Zones of Regulation is regularly discussed in class	P1-3	All learners 100%
Zones of Regulation is regularly discussed in class	P4-7	Most Learners 77%
Zones of Regulation provide strategies to help me feel 'ready to learn'	P1-7	Almost all 97%
Barnado's Worker has been beneficial for my wellbeing	P1-7	Most Learners 77%
Barnado's worker has been beneficial for my wellbeing- 1:1 support	Targeted	All learners 100%

QUALITY INDICATORS

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

QI 1.3 Leadership of Change

Evaluation

5 Very Good

Over this session we have continued with our commitment to continuous improvement and achieving the highest standard for all of our learners. Our school values, as evident in relationships, are 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 the senior leadership team. 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

5 Very Good

Staff provide a calm, nurturing learning environment that supports children's learning well. All teachers have high expectations and aspirations for children. All teachers use consistent classroom routines, clear instructions and meet learning needs well. Children are fully involved in their learning and interact well with peers and staff. Teachers are committed to improving outcomes for pupils and have committed to their own continuous development, notably in digital technologies over this session. All children are valued and encouraged to contribute fully to the life of the school.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Evaluation

5 Very 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. 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

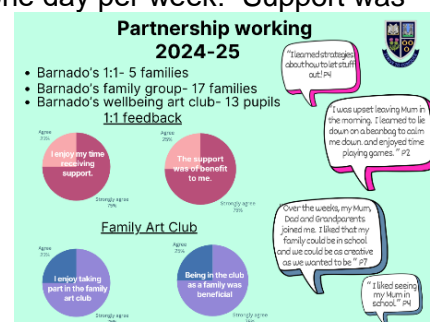
5 Very Good

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 have skills in data analysis and this ensures 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. All of our children participated in a lunch or after school club and 100% of pupils have achieved an award.

PUPIL EQUITY FUNDING

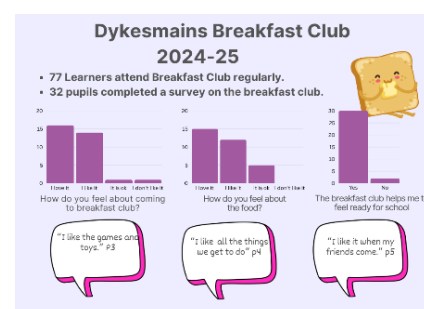
Barnardo's

This session, a Barnardo's Attainment project worker was employed one day per week. Support was provided through a family garden project in term 1, wellbeing workshops for Primary 6 and 7, a lunchtime pupil art club in Term 2 and a family art club in term 3. In addition to this, 5 pupils and their families were provided targeted support. Feedback from pupils was positive with most learners across the school agreeing that input from the service was beneficial for their wellbeing. All learners who accessed the pupil and family art club agreed that it was fun and beneficial. Families who received targeted support, provided feedback in positive improvements in the wellbeing of their child, reducing parental anxiety.



Breakfast Club

90 pupils register for the use of the Breakfast Club, with 77 pupils attending regularly. Feedback from the children who attend continues to be positive. They enjoy being with their friends as well as children from other classes. They like the games and activities, they feel they are listened to and activities are responsive to their wishes.



IMPROVEMENT PLAN PRIORITIES 2025-2026

Priority 1 - To review and develop the curriculum to ensure it stays relevant, future focused, inclusive and aligned to the learning needs of all students.

- The curriculum in Scotland is under review with the Scottish Government undertaking a Curriculum Improvement Cycle. The skills and knowledge needed for future success in the workplace are changing and embedding technological proficiency, adaptability and resilience in our curriculum will help ensure future success for our learners.

Priority 2 - To create a whole school approach integrating Learning for Sustainability and children's rights and fostering a learning environment that inspires and empowers every learner to lead positive change and develop sustainable thinking.

- To inspire and empower every learner to lead positive change through climate action, outdoor learning and sustainable thinking – building a greener, fairer future for all.