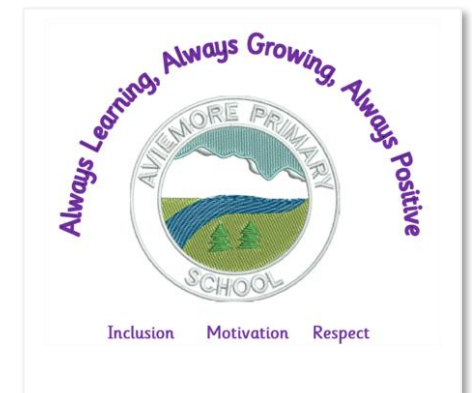




STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Aviemore Primary School and ELC



In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

Inclusion

Motivation

Respect

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance 92.9%			Average Class Size 22.1			Meeting PE Target Target Met		
Pupil Numbers (inc nursery) 222			Teacher Numbers 14			Pupil Teacher Ratio 14		
N3 5.8%	N4 7.7%	P1 13.6%	P2 13.6%	P3 14.6%	P4 14.6%	P5 16.1%	P6 11.1%	P7 16.6%
SIMD Q1 ¹ 0-10%		SIMD Q2 0-10%	SIMD Q2 20-30%	SIMD Q3 70-80%		SIMD Q5 0-10%		Unknown 0-10%
ASN ² 50-60%		No ASN 40-50%	FSM ³ 30-40%		No FSM 60-70%		EAL ⁴ 10-20%	No EAL 80-90%

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Almost all	Majority

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision Statement

At Aviemore we are:

Always learning

Always growing

Always positive

Our Values

Aviemore Primary/ELC

Values are:

Inclusion for

Everyone.

Motivation in

Our learning.

Respect all

Equally.

Our Aims

- *To provide a safe and welcoming environment where children can play and learn.*
- *To work with parents and partners to provide the best care and opportunities for our children and families.*
- *To make links with our local community and use our environment as a learning resource.*

Inclusion

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Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority 1: Raising attainment for all learners in writing through the National Writing Improvement Programme.		
School Improvement Plan Priority 1		
Summary of progress	Next steps	Stakeholder Views
Staff engagement with the NWIP programme has been strong, with almost all teaching staff fully participating in the planned professional learning, including the full-day training and twilight sessions. This has resulted in increased staff confidence in applying quality improvement methodology, particularly in relation to measurable aims, run charts and the change bundle. More consistent approaches are now evident across the school, including shared templates for targets and next steps and a reduction in 'ghost targets'. Professional dialogue has been increasingly responsive and solution-focused, with staff collaboratively addressing challenges in assessment, particularly at second level. Collaborative practice has also strengthened through internal and ASG moderation, with school approaches influencing practice across the cluster. Quality assurance activities, including jotter monitoring and ongoing self-evaluation, indicate that approaches are becoming more embedded.	• Ensure consistent use of targets and next steps across all stages • Refine assessment and feedback to manage workload • Strengthen moderation, including external links • Use observations to secure consistency and share practice • Monitor the impact on attainment, between stages as well as ACEL years. • Review the approach in the upper school	Parent/carer survey – December 2025 • Only 3 responses but positive Staff feedback at collegiate session • Second level challenges – addressed with HC literacy lead. • First level engaging well.
Impact		
These developments are beginning to have a positive impact on learners. Children demonstrate increased engagement in writing and a clearer understanding of success criteria. They are more confident in identifying and discussing their next steps, with most able to articulate their progress using learning intentions and success criteria. Improvements are evident in pupils' self-editing skills and responsiveness to feedback. Overall, learners are becoming more independent and aware of their learning, although further work is required to ensure consistency across all stages and to refine assessment workload.		

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School Priority 2: Consistency in Learning and Teaching to raise attainment		
School Improvement Plan Priority 2		
Summary of progress	Next steps	Stakeholder Views
Significant progress has been made in strengthening leadership of change, self-evaluation and the management of resources through a structured and collegiate approach. The Learning and Teaching Policy was updated (April 2026), reflecting shared ownership across staff. Working parties have driven improvements across key areas, resulting in agreed, consistent approaches to planning, assessment and numeracy, supported by clear documentation such as planning toolkits and assessment folders. A wide range of pedagogical themes, including learning intentions and success criteria, differentiation, skilled questioning and pace and challenge, have been reviewed and developed through the collegiate calendar. Quality assurance processes have been robust and systematic, including termly planning meetings, jotter monitoring, attainment meetings and a programme of formal and informal classroom visits. Moderation and tracking processes, including in ELC, are increasingly embedded and inform next steps.	• Review and update Learning and Teaching Policy and Curriculum Rationale. Incorporate ELC pedagogy. • Ensure consistent implementation of all agreed pedagogical approaches across stages • Further develop and embed high-quality assessment practices • Strengthen skilled questioning, differentiation and pace/challenge in all classrooms • Continue to refine moderation and use of data to support reliable attainment judgements • Complete and embed remaining working party priorities (e.g. plenaries, digital skills, profiles) • Use quality assurance evidence more sharply to drive targeted improvements	Parent/carer feedback – Survey at Parents’ evening in February. Positive response from all. Pupil feedback – Pupil Council engaged in Learning Walks to review consistency and environments. 10@10 feedback on numeracy consistent approaches and calm corners. Pupils requested more resources for calm corners and more consistent use. Staff evaluations have been ongoing throughout the sessions – engagement in working parties, implementation period and then review.

Inclusion

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	• Extend impact of inclusive practices (e.g. calm corners) across all classes • Maintain a strong focus on self-evaluation leading to measurable improvements	
Impact		
These actions are contributing to increased consistency in learning and teaching across the school. Staff are clearer about expectations and are using shared approaches more confidently, supported by ongoing quality assurance and professional dialogue. Improvements in classroom practice are evident, particularly in the use of learning intentions and success criteria, classroom environments and numeracy teaching. Learners are benefiting from more structured and consistent approaches, helping them to better understand their learning. Enhanced moderation, attainment tracking and use of data are strengthening the reliability of teacher judgement. The development of calm corners and focus on inclusion are supporting wellbeing and engagement. Overall, approaches to self-evaluation are becoming more embedded and are increasingly informing school improvement.		

School Priority 3: Developing the curriculum in the ASN		
School Improvement Plan Priority 2		
Summary of progress and impact	Next steps	Stakeholder Views
Clear progress has been made in strengthening planning, curriculum delivery and assessment across the Rainbow provision. Consistency of planning has improved through termly quality assurance, with adapted ASN planning folders increasing relevance and clarity. IEPs are now more focused on reducing barriers to learning, with stronger links to individual targets and inclusion of parent voice. Staff have engaged in professional learning, including ASN milestones, Attention Autism and PEPR, which are now embedded within daily practice. Curriculum	• Further embed consistent planning approaches across both Rainbow classes • Continue to develop progression pathways to support pace and challenge • Fully implement and sustain standardised ASN assessments across the year • Extend wider achievement opportunities, including consideration of award systems • Strengthen AAC and communication approaches to support all learners • Monitor and evaluate the impact of Attention Autism and PEPR on progress	Parent/carer survey May 2026 and HMIE survey/parent focus group. Positive responses and support for improvement priorities. Pupils not developmentally able to contribute. Positive responses to Attention Autism and P.E opportunities in the community. Staff involved in ongoing self-evaluation in collegiate time. Report increased confidence and are

Inclusion

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developments include increased access to physical activity, with daily gross motor opportunities and wider experiences such as curling and swimming. Skills for learning, life and work have been developed in documentation through 'Animal Explorers' and community-based learning. Assessment approaches have been strengthened through the introduction of standardised ASN assessment folders, clearer learner pathways and regular moderation. Collaborative practice has been enhanced through weekly ASN team meetings and ongoing quality assurance activities.	• Ensure ongoing parental involvement in target-setting and reviews • Continue to refine profiling and evidence gathering to demonstrate progress in learning, life and work skills – ensure children are aware of 'Animal Explorers'	motivated/invested in improvement agenda.
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Impact These improvements are leading to more personalised and meaningful learning experiences for learners. Planning is more clearly aligned to individual needs, supporting the reduction of barriers and promoting inclusion. Learners are benefiting from increased structure and consistency, particularly through the use of Attention Autism and PEPR approaches, which support engagement and communication. Enhanced focus on physical development and wider achievement opportunities is contributing positively to wellbeing and participation. Staff confidence in assessing progress has increased through clearer progression pathways and regular moderation, resulting in more reliable judgements of attainment. Improved profiling and parental involvement are strengthening partnerships and ensuring that progress is better understood and shared. Overall, learners are making more consistent progress across a range of developmental areas.
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Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity Funding was used to fund additional teacher time – 0.4 to carry out targeted numeracy interventions. 'Numberstacks' resource was purchased which includes concrete materials to develop a range of mathematical concepts as well as access to an online portal. The package includes baseline assessments which were completed in August/September to assess initial competencies. Further assessments are taking place in June 2026 to record progress. Thirty-four children took part in this intervention.

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PEF was also used to fund 2 hours of PSA time weekly which was used to deliver Talkboost and Lego Therapy. Both interventions are designed to support communication and the development of social skills, e.g turn taking and sharing. Attitude surveys were conducted at the beginning and end of the intervention. Overall they indicated an improvement in confidence and engagement in learning. Eight children have taken part in Talkboost and twelve children participated in Lego Therapy.

We also used the Pupil Equity Funding to purchase materials for Calm Corners in each classroom which aim to support children to regulate emotions and reduce time spent out of the classroom. Qualitative feedback from teaching staff indicates that these areas have been well used and incidents of children leaving the classroom to self-regulate have been reduced.

Wider achievements

Coileanaidhean nas fharsainghe

In our school, wider achievement is recognised and celebrated through assemblies, a central display in the school foyer and within pupils' individual profile folders. To strengthen this further, we have recently introduced a wider achievement tracker to ensure all children are provided with a broad range of opportunities and experiences beyond the classroom.

Aviemore pupils have benefited from a rich range of opportunities within the expressive arts. Our choir performed at the Strathfest music festival and further showcased their talents through performances at Tesco, Victorian Market shopping centre and the Christmas lights switch-on. There has also been strong individual participation in the Strathfest music festival, with pupils performing both independently and as part of groups. All of our pupils have engaged with Ali Marr, our Art specialist, on developing a meaning art project for the garden.

Sporting opportunities have been equally extensive. The Aviemore Ski Team has represented the school successfully in competitions, including the SSSA races at Glenmore, while all P7 pupils have participated in the BSSSA ski programme. Our extra-curricular teams, including Aviemore Avalanches (ice hockey) and the Aviemore Shinty Team, have competed in a range of events such as the Newtonmore 6s and the UHI Cup. Pupils have also achieved notable success in ice skating competitions at the local rink, earning a range of medals and trophies. Our netball and athletics teams have represented the school both locally and in Inverness, demonstrating commitment and teamwork.

Across academic and wider learning, children have also had opportunities to develop confidence and skills. P7 pupils participated in the Rotary Quiz. In school, learners have engaged in STEM activities through partnerships with Academy 9, strengthening problem-solving and teamwork skills. P5-7 children took part in a Careers Fayre, supported by members of our local community. We had 2 classes attend the Dundee science centre to deepen their understanding of scientific concepts.

A wide range of partners have supported learning experiences, including Police Scotland and Safe, Strong and Free delivering inputs on positive behaviour in the community, and sports coaching from Highland Disability Scotland. Older pupils have participated in the Young Leaders Award through High Life Highland, while all pupils have benefited from Dr Bike sessions to develop bike maintenance skills and all P7 pupils took part in Bikeability. We have been developing our school garden and been supported by a range of professionals with this project such as CPNSA rangers and a garden designer.

Comments from learners, families, stakeholders and staff
Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

The focus for gathering feedback from stakeholders this session has been as part of the HMIE inspection process.

Learners feedback is gathered on an ongoing basis using the mechanisms of Pupil Groups and 10@10 (a random selection of 10 pupils from across the school meet to answer questions from HGOURS/SIP weekly at 10am on a Friday.) Feedback is recorded and shared with staff to be actioned.

Parents/carers are surveyed on a termly basis about School Improvement Projects and other issues which arise (such as Social Media/AI and residentials this session.) PEF parents/carers were invited to a workshop delivered by their children and gave positive feedback on the impact of numeracy interventions. Their ideas were sought for next session's PEF spend and they were keen for the current programme to continue. Children were also asked about this and agreed. Parent Council meetings also take place termly and a standing item on the agenda is progress with the School Improvement Progress.

Staff self-evaluation takes place regularly throughout the session at teacher collegiate sessions, ELC collegiate sessions, Inset days and PSA meetings. Staff have been surveyed to gather their views on Improvement Projects for this next session. As these have been decided following an HMIE inspection, the input sought is around the detail and training requirements. Staff from Highland Council's Health and Safety team visited school to conduct surveys with support staff about their wellbeing and support which could be put in place. This identified collaboration and training as areas to focus on.

Capacity for continuous improvement
Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
Inclusion		
Motivation		
Respect		

QI 1.3 Leadership of change	Good	Satisfactory
QI 2.3 Learning, teaching and assessment	Good	Satisfactory
QI 3.1 Wellbeing, equality and inclusion	Good	Satisfactory
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

HMIe have confirmed the school has made sufficient progress and has the capacity to improve.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Embed consistent approaches in learning and teaching.
- Raising attainment in literacy.
- Embedding a Shared Understanding of Positive Relationships for Safe, Respectful Learning
- ASG Improvement Priorities - Introduce numeracy assessments

Planning ahead

A' planadh air adhart

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [Aviemore Primary School and ELC](#) or by contacting the school office.

Inclusion

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