

STANDARDS AND QUALITY REPORT

2022/23



Inclusion

Motivation

Respect

AVIEMORE PRIMARY SCHOOL/ELC
HIGHLAND COUNCIL | MURTON, AVIEMORE

Introduction: Local and National Context

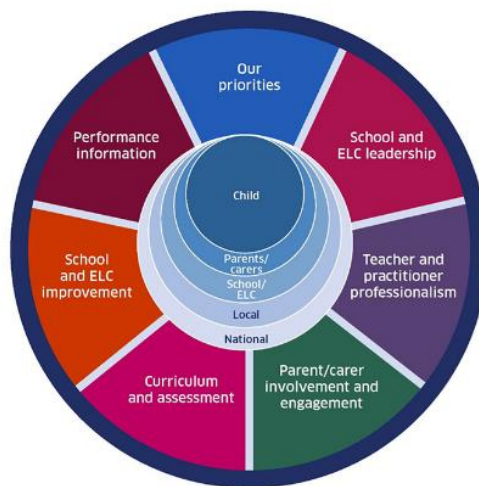
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

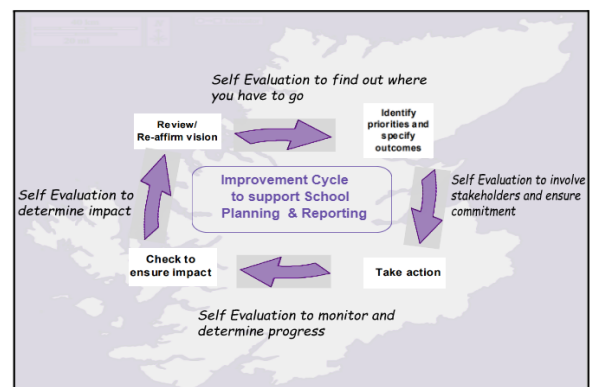
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Emma MacCallum
Head Teacher
Aviemore Primary School

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 93.9%	Average Class Size 19.7	Meeting PE Target Target Met
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Pupil Numbers 256	Teacher Numbers 16	Pupil Teacher Ratio 16.4
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P1 12.5%	P2 12.5%	P3 8.6%	P4 17.6%	P5 17.2%	P6 14.1%	P7 17.6%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 20-30%	SIMD Q4 70-80%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 50-60%	No ASN 40-50%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 10-20%	No EAL 80-90%
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2021/22 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

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.

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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

Always learning
Always growing
Always positive

Values

Aviemore Primary

Values are:

Inclusion for

Everyone

Motivation in

Our Learning

Respect all

Equally

Aims

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

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:

Numeracy

Purpose:

Numeracy is a priority to enable us to raise attainment across the school and ensure children achieve expected levels in P1, P4 and P7. Promoting numeracy skills is an essential life skill. We plan to focus on establishing robust planning, tracking and assessment processes and consider teaching pedagogy, resources and effective differentiation to support all learners.

Progress:

- ✓ Quality assurance processes have focused on numeracy teaching with classroom visits by SMT and CLO with feedback given to each class teacher. SMT have also monitored numeracy jotters/photos/other evidence and trackers and provided feedback for staff. All teaching staff had the opportunity to conduct peer observations and have professional discussion about these with a colleague.
- ✓ Resources have been audited and staff have discussed what is used at each stage and reflected against our curriculum rationale. Following this discussion we have decided to invest in Leckie resources to become our core resource in school. We have also replenished core support resources, concrete materials for each class.
- ✓ Children in P6 and P7 took part in the Primary Enterprising Maths Challenge Day at Dingwall Academy and competed in a series of problem solving challenges with other schools.
- ✓ We have reviewed our planning formats and introduced a maths overview with a termly plan for topic coverage in each class to ensure availability of resources and breadth of coverage across the curriculum.
- ✓ Maths trackers have been introduced to ELC.
- ✓ Staff have engaged in numeracy CPD. Opportunities have been provided through the ELC Blog for EYPs and PSAs at Inset day and teaching staff attended LA Numeracy Blethers and were able to discuss Highland Council Progressions with the CLO. P1 staff have engaged with 'Counting' CPD. PT has engaged in 'Financial Education' CPD.

Impact:

- ✓ Quality assurance activities have led to staff discussing and sharing best practice.
- ✓ All staff, children and families have been involved in discussions about 'what makes a good lesson' and from this we have reached an agreement for our school which will lead to consistency and a higher standard of teaching. It has also enabled us to identify effective differentiation as a next step.
- ✓ Professional development opportunities have increased staff knowledge and built confidence. In particular Teaching Sprints have facilitated conversations about the teaching of maths and sharing of effective strategies.
- ✓ Resources have been purchased which will provide consistency, progression and depth. The impact of this will be evident throughout the next session.
- ✓ Events such as the Primary Maths Challenge Day have given children the chance to build confidence and experience an opportunity for personal achievement. They were able to share an enjoyment of maths with peers.
- ✓ Planning overviews have ensured breadth and coverage of the maths curriculum at each stage and adequate supply of resources ensuring concrete materials are available to support understanding. Tracking overview being shared with nursery has enabled ELC staff to increase familiarisation with benchmarks.
- ✓ All children included in PEF intervention have made progress in numeracy attainment as evidenced by Highland Numeracy Diagnostic Assessments.
- ✓ Good progress was made in developing planning and assessment, investing in

- ✓ Focus on pedagogy through Teaching Sprints following CPD with Simon Breakspear about this process and have used this as a vehicle to trial mental maths approaches and evaluate and share practice. All stakeholders have also engaged in the creation of a Learning and Teaching Policy including 'features of a high quality lesson' toolkit created following consultation with all stakeholders.
- ✓ PEF money has been used to fund additional teacher time which has been used to engage with identified pupils with daily mental maths practice using Power of 2/Plus 1 resources.

resources and staff professional development and pedagogy.

Next steps:

- ✓ Continue to review and adapt maths planning overviews and maths trackers. Engage with any updated support material shared by Highland Council.
- ✓ Continue to look for professional learning opportunities for all staff groups.
- ✓ Focus on pedagogy and developing approaches to high quality learning and teaching. Implement Learning and Teaching Policy. Staff to engage with 'features of a high-quality lesson' toolkit created as part of this policy.
- ✓ Implement Leckie as core resource and evaluate effectiveness of staff handbooks and textbooks.
- ✓ Develop awareness of the language of maths.
- ✓ Develop life skills maths programme for ASN children.
- ✓ Evaluate approaches to differentiation and targeted support for numeracy.
- ✓ Exploit opportunities for numeracy across the curriculum.
- ✓ Ensure robust transition procedures to effectively share information about progress in numeracy.
- ✓ PEF money to be used to fund additional teacher time with a focus on numeracy.

School Priority:

Stakeholder Engagement

Purpose:

Stakeholder engagement is a priority as due to the Covid 19 pandemic many elements of work in this area were postponed/cancelled. We hope to re-establish pupil groups and increase pupil voice and leadership of learning. We also want to reconnect with our parent/carer community and provide meaningful opportunities to be involved in the life of the school and engaged in children's learning. We want to create links to the local community and outside agencies to enhance children's learning experiences.

Progress:

- ✓ Resuming pre-Covid school calendars – Assembly, Fundraising/House Enterprises. Each House Group organised a fundraising enterprise – Foodbank collection, Shoebox Appeal, Comic Relief and Children in Need.
- ✓ Resumed pre-Covid parental engagement opportunities – assemblies, sharing learning open events, Parent Council events.
- ✓ ELC PEEP parenting group established but no engagement from parent community.

Impact:

- ✓ Pupil Groups have given children increased ownership of their learning and a meaningful voice about the life of the school. The Young Leaders of Learning group has increased children's knowledge of self-evaluation (using HGOURS) and increased confidence in sharing good practice of our school. It has given the children involved a sense of belonging and pride.

- ✓ Resumed Pupil Groups – House Captains, Pupil Council, JRSO, Eco and Digital Leaders.
- ✓ Established Young Leaders of Learning who started to evaluate learning in our school and visited and hosted a partner school too.
- ✓ DYW activities – P5-7 Careers Fayre held and P6 work experience groups took place.
- ✓ ELC and school started to establish stronger links – P1 staff joining ELC staff meetings. Whole staff social occasions. ELC children attending assembly regularly.
- ✓ More paired activities between classes to enhance learning.
- ✓ Community engagement activities e.g intergenerational learning between local care centre and ELC. Eco Committee engaged in litter pick of River Spey.
- ✓ Classes re-engaged with outdoor learning in local area and utilised support agencies – Countryside Ranger, RSPB etc.
- ✓ Gardening Club established for pupils and parents/carers supported by church volunteer.
- ✓ Makaton Friendly status achieved and Makaton Club for children established. Makaton support sessions for parents offered.
- ✓ Visitors welcomed back into school to support curricular areas e.g Kodaly and Feis supporting music as well as visits from parents, farmers, police and mountain rescue.
- ✓ Visitors welcomed to support wellbeing – Safe, Strong and Free, Connecting Young Carers and Police. Pastoral support from local ministers. Seasons for Growth group for P2-4 pupils run by CSWs to support children who have experienced loss and/or change.
- ✓ P6 pupils taking part in Bikeability.
- ✓ P7 children worked with Active Schools Coordinators on Young Leaders programme.
- ✓ All children took part in Active Play sessions across the year to develop creativity and cooperation skills.
- ✓ We welcomed a significant number of Ukrainian refugee families to our school community at short notice and supported their integration into our school through working with EAL teacher and staff attending sharing culture event.
- ✓ Christmas concert combined Makaton and sharing of other cultures/traditions with focus on Makaton. P7 children were also invited to join the Kingussie High School
- ✓ Author visits from AP Pullan and Lynne Finnie.
- ✓ P7 residential attended a residential experience at Altnacriche.
- ✓ Relax Kids resumed in ELC and Primary.
- ✓ Christmas Fayre hosted by school and supported by Parent Council.
- ✓ P7 pupils took part in the local Rotary Quiz.
- ✓ Developing the Young Workforce activities have increased children's knowledge of the world of work, increased ambition and developed future aspirations.
- ✓ Parents/carers engagement with school has increased through social activities. Children have benefited from their parents' involvement. We are still aiming to increase engagement with learning.
- ✓ Increased community links have enhanced children's learning through engaging with other professionals sharing their expert knowledge in their field.
- ✓ Outdoor Learning has improved children's wellbeing, ability to risk assess, knowledge and appreciation of their local environment and how to care for it.
- ✓ Sporting experiences have given children an opportunity for personal achievement and team sports have increased a sense of belonging. Children have experienced active pursuits which expose them to the benefits of a healthy lifestyle and different skills they may wish to pursue.
- ✓ Very good progress has been made in this area.

- ✓ Sporting opportunities – ‘Wake Up, Shake Up’ led by P7 pupils and Active Schools Coordinator, ice skating taster sessions courtesy of Aviemore Ice Rink and curling sessions for P7. Shinty taster sessions from Camanachd Association. P7 children took part in snowsports at Cairngorm Mountain and weekly sessions at Crossfit Gym for a term each class. Children have also competed in shinty and all children have experienced a shinty taster session at school. Football and Snowsports tournaments out with school. P6 and P7 children participated in Inter-School Sports for the first time.

Next steps:

- ✓ Continue Pupil Groups and development of Young Leaders of Learning.
- ✓ Continue to look for opportunities for parental engagement. In particular develop pupil led workshops linked to SIP projects.
- ✓ Continue to develop DYW opportunities across the school.
- ✓ Continue to increase nursery and school collaboration
- ✓ Continue to enhance community partnerships.
- ✓ Support Parent Council to establish Parent Sports Committee.
- ✓ Work with colleagues across the ASG on Scottish Book Trust Reading challenge.
- ✓ Ensure Ukrainian refugee families are included in school community.
- ✓ Plan partnerships on school calendar linked to curricular outcomes and three year progression planner.

School Priority:

Moderation/Assessment

Purpose:

Moderation and assessment is a focus to ensure that we are making accurate judgements about children’s progress based on robust evidence and can use this information to support children to make progress.

Progress:

- ✓ Teaching staff from ASG met at Kingussie High School on September Inset Day to moderate writing. Staff took along anonymised pieces of writing and moderated against our ‘writing rubric’ used for assessment. Other schools in ASG to adopt same rubric.
- ✓ Teaching staff from ASG met at Aviemore Primary School to moderate reading at February Inset. Each school shared current practice, progress and plans. KPS HT gave presentation on ‘Epic 8’ reading comprehension strategies. NPS PT gave presentation on Book Trust Reading Challenge. Commitment from all schools to work together on this moving forwards.

Impact:

- ✓ Moderation activities have increased staff confidence in their judgements. This process has also highlighted the need for further development of reading assessment across the ASG.
- ✓ Shared Google Drive with bank of evidence has supported the moderation process but has not yet been used widely.
- ✓ SOFA, SNSA and spelling assessments have enabled us to become data rich and evidence our judgements accurately.
- ✓ ASN planning and tracking has been tailored to children’s needs and displays progress effectively.

- ✓ Teaching staff from ASG met virtually on Microsoft Teams in May to discuss achievement of a level. Staff were grouped according to CfE level. Each teacher discussed a pupil and presented evidence to agree collegiately if pupil was age/stage/had achieved level.
 - ✓ Shared Google Drive established for staff in all ASG schools to upload and share evidence of achievement of a level.
 - ✓ HT and PT ASN visited Millbank Primary School's Enhanced Provision with a return visit planned. Commitment from staff at both schools to work together on planning and tracking formats. PT ASN has also attended meetings with Special School staff to discuss tracking.
 - ✓ Literacy trackers have been updated following release of Highland Council updated Literacy Framework.
 - ✓ SOFA assessments have been used in P2/3/5/6 to support teacher judgements and to provide diagnostic information to plan learning and teaching. SNSA assessments continue to be used in P1/4/7.
 - ✓ Spelling assessments have been administered in Sep/Oct to provide baseline for evaluating impact of Wraparound Spelling.
 - ✓ Highland Numeracy Progression assessments used with PEF children and P1 and P2 children.
 - ✓ Some staff have attended 'Literacy for All' training.
- ✓ Very good progress has been made in this area.

Next steps:

- ✓ Work with ASG to moderate numeracy, listening and talking and consolidate literacy moderation
- ✓ Continue to work collegiately in school and with ASG colleagues to moderate achievement of a level.
- ✓ Continue to populate Google Drive and embed use across ASG.
- ✓ Continue to use SOFA and SNSA assessments to support teacher judgement and diagnostically to inform learning and teaching. Continue to use assessments in school to create bank of evidence for pupil progress.
- ✓ Implement ASN trackers and track pupils working on Foundation milestones. Continue to develop links with other Enhanced Provisions/Special Schools and share good practices.
- ✓ Embed new literacy trackers.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity Funding was used to fund 0.6 additional teacher time which was used to deliver numeracy inputs using Power of 1/Plus 2 resources. This intervention was split between two members of staff who grouped the children by age/stage – P1-4 and P5-7. The intervention allowed for children to practice basic numeracy facts and calculations regularly on a one to one basis. Children were assessed before and after the intervention using the Highland Numeracy Diagnostic Assessment. In term 1 this intervention was paused and the additional teacher time used to support the unexpected arrival of Ukrainian refugees.

The aim was for all children to improve by one star over the course of the academic session. Out of 22 children assessed initially, 5 moved away before reassessment (2 families), all others showed improvement. There were 5 children who improved by less than a whole star level, 10 improved by more than one star level and 2 by 2 star levels.

Wider achievements

Coileanaidhean nas fharsainghe

In October our school was awarded Makaton Friendly Status, the first school in Highland to be recognised. This was as a result of training a majority of staff to varying levels and promoting the use of Makaton in the school and ELC consistently over the last three years. Makaton is now embedded in the life of our school and supports us to be a communication friendly school and live our value of inclusion.

Our children have had numerous opportunities to excel in the expressive arts. Our choir performed in a TV special hosted by Jane MacDonald at Christmas time and showcased their skill in singing Carols watched by Jane. They also performed at the local hospital and at the local Christmas light switch on. One P6 pupil was given the role of 'John' in 'Peter Pan' the pantomime at Eden Court in Inverness. Two P6 pupils and one P5 pupil performed in a musical performance of 'Matilda' also at Eden Court in Inverness with their stage school. They shared a highlight of their performance at assembly. All of our children performed in a Makaton and global culture celebration Christmas Concert. Our Ukrainian children performed their own nativity as part of this. Three children regularly take part on Feis Spe 'Storylands' sessions performing with their traditional Scottish instruments including Clarsach and fiddle. They have also shared performances at assembly to promote this activity.

Our children also engaged in lots of sporting events as detailed above. In addition to those organised through school, one P7 pupil took part in the British Ice Skating Championships in Nottingham. One P7 pupil was signed for Ross County Football Club. Several children acted as mascots in the Shinty Women's Camanachd Final supporting the Badenoch Ladies. One P1 child acted as a mascot for Inverness Caledonian Thistle at the football Scottish Cup Final in June.

One P6 pupil was chosen to attend a holiday to Disneyworld Florida with her medical team and peers for bravery and resilience in dealing with her health condition.

One P6 pupil raised over £600 for the Highland Hospice by completing 400 miles of cycling in the month of April.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Staff have regularly evaluated against the HGIOS Quality Indicators and reflected on practice and progress made.

Common themes which have emerged are:

- The importance of outdoor learning and the positive impact it has on pupils. Ensuring that outdoor learning is embedded in the curriculum. Utilising the outdoor spaces in school effectively and using loose parts to do this.
- The importance of consistency in numeracy resources.

In addition, ELC staff evaluate against HGIOELC and the Quality Framework and create a termly action plan based on the results. Common themes which have emerged are:

- Promoting self help and independence skills.
- Tone and manner in communication to support wellbeing.
- Developing our garden area to promote outdoor learning.
- The importance of transitions – transition to school, transition from home, transitions between different parts of the nursery day – breakfast club, OOSC and impact of older children moving on to school on N3s.

Parents/Carers are surveyed termly using Challenge Questions from HGIOS and HGOURS on the key Quality Indicators. Highlights from Parent/Carer surveys:

- 86% agree/strongly agree: In our school learning is challenging, enjoyable and varied.
- 69% agree/strongly agree: Children are able to talk confidently about the skills they are developing and understand how these skills help them to achieve more in school, in the community and prepare for the world of work.
- 86% agree/strongly agree: Everyone in our school understands that we have the right to learn and achieve. We work together to ensure this right is respected.
- 83% agree/strongly agree: Children's learning experiences include learning in the outdoors, in the community and further afield.
- 72% agree/strongly agree: Children's learning is differentiated to meet our needs. It isn't always the same task for everyone in the class.
- 86% agree/strongly agree: Children's learning helps to develop strong literacy and numeracy skills.
- 76% agree/strongly agree: Children's learning supports them to increase digital skills.
- 90% of our parents/carers were aware of our updated values.
- 73% of parents/carers believe everyone is included in our school community.
- All parents who responded to our survey thought children were either sometimes or often involved in making decisions.
- 80% of parents/carers felt people were treated fairly and with respect.
- 83% of parents/carers believe children often demonstrate positive behaviour.

Children in Pupil Groups lead self-evaluation using HGOURS.

Highlights below:

- Nursery pupil – outdoor learning in our nursery playground is good 'because I like playing and it is the best ever in the world.'

Term 1 - Theme 1: Relationships

How well do we demonstrate our school's values through our relationships and actions?

- We Include everyone, playing games, nice to new people, make things fair, showing kindness
- Being kind

- Always learning- even during lunchtime learning new things. Always positive by motivating others and not telling people they can't do it. Always growing by always trying your best, attending ski races and representing the school

Term 2- Theme 2 -Our teaching and learning:

There are opportunities to work together in groups and support each other.

YLOL saw children working together and helping each other.

Supporting each other- giving everyone the opportunity to speak (inclusive of everyone in the class)

Term 3 : HGOURS Theme 3: Our school and Community

How safe do you feel in our school? What does our school have in place to make sure you are safe?

- Friendly staff in playground
- Lockdown drill, fire alarm, extinguishers. 'I get scared in case there's a real fire'
- Restorative conversations/assemblies about respect
- ASN teacher's room.
- CCTV, tall fences
- Roof to keep us dry
- 'Super dooper safe' -Nathan
- '100% safe ' -Katy
- FM makes sure everything is safe

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

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Numeracy

Stakeholder Engagement

Moderation

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://aviemoreprimary.co.uk> or by contacting the school office