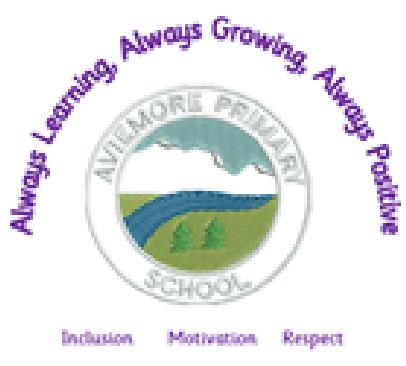




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Aviemore Primary School



Inclusion Motivation Respect

Introduction: Local and National Context

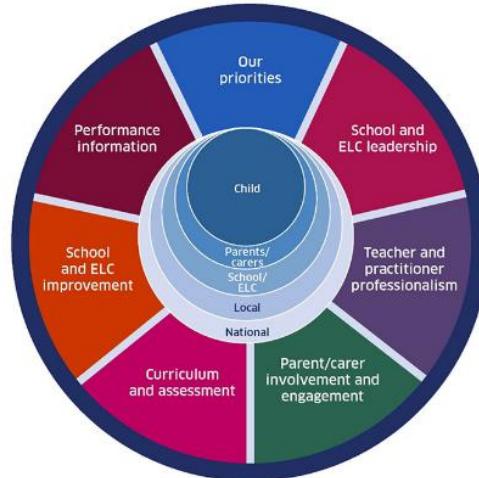
Ro-ràdh: Co-theacsa ionadail agus Nàiseanta

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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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.

Chenelle McMaster
Acting Headteacher
Aviemore Primary School

School Profile

Pròfil 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
91.7%

Average Class Size
19.4

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
218 (+40)

Teacher Numbers
13

Pupil Teacher Ratio
16

N3 58%	N4 42%	P1 12.7%	P2 12.7%	P3 13.1%	P4 15%	P5 8.9%	P6 16.4%	P7 21.1%
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SIMD Q1 ¹ 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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ASN ² 60-70%	No ASN 30-40%	FSM ³ 0-10%	No FSM 90+%	EAL ⁴ 10-20%	No EAL 80-90%
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2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading
Most

Writing
Most

Listening and talking
Most

Numeracy
Most

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:

Raising attainment in Numeracy

Purpose:

Continuation from Numeracy Action Plan 2023/24

Numeracy Achievement of a Level across the school is low 2024 ACEL data is as follows: P1 60% ,P4=36%, P7 54%

SNSA data shows weaknesses in P1-doubles and word problems subtraction and addition to 20 (number bonds) , P4- fractions of quantities and problem solving, arrays/multiplication, P7-decimals and negative numbers.

SOFA data shows weaknesses in using basic facts (dividing, multiplying, adding and subtraction) in context/ problem solving and finding fractions of quantities.

Numeracy teaching is variable across the school.

Evidence based numeracy interventions required.

Not enough experiences of children developing numeracy skills across the curriculum

Progress:

- Share SNSA/SOFA/ACEL Data 2024 pinpointing weaknesses.
- Update school Numeracy trackers by adapting and embedding new Highland Council Numeracy Progression Frameworks Early to Second level .
- Agree the use of Numeracy Diagnostic tests to each year group incrementally and attend training.
- Three training sessions on Precision Teaching, Retrieval Practice and Numicon
- Consultation and Feedback during collaborative sessions and agreed school approaches to be used.
- Number Sprinkles Training-planning approaches to numeracy and strategies
- Agree use of Leckie resource across the school to ensure consistency of mathematical language
- Agree focus on mental maths and retrieval practices and quick recall of number bonds and tables through Teaching Sprints
- Parent/carer workshops led by the children on quick recall of basic facts and times tables at home.
- Use Family Maths Toolkit for resources and games.

Impact:

- It's important to hear results but it has had a low impact due to lack of accuracy.
- Although trackers are very useful, some find the new wording difficult to interpret.
- Diagnostic testing was not done consistently. However, HMI questioned the need for every child to be assessed.
- Precision teaching packs were very useful and are being used more widely across the school. Retrieval Practice had some very good ideas and needs to be embedded further.
- Need to ensure all staff (part-time staff) are trained /able to access the training to ensure consistency.
- Consultation and collaborative discussion was important to ensure consistency, however the agreed approaches need to be revisited.
- Leckie resources are to be used but supplemented with other resources as they do not provide enough practise.
- Parent/ carer workshop was well- supported and parents now have shared strategies to improve recall of basic facts.
- Satisfactory progress was made in this area.

Next steps:

- Ensure data is robust and accurate.
- Revisit Numeracy approaches and ensure there is a consistent approach across the school.
- Continue to provide parent/ carer workshops to support parental engagement in raising attainment.

School Priority: Raising Attainment in Literacy through writing

Purpose:

Inclusion Motivation Respect

Consistent low attainment in Literacy, particularly writing.

Introduced the Talk for Writing system, but need to review it and decide on the strategies that will be used consistently across the school.

2024 ACEL data: P1=72% P4= 45% P7= 46%

Literacy for All- The Making Sense Report 2020 recommends the use of a wave approach to supporting young people experiencing difficulties with literacy development where interventions are informed by individual assessment results and often delivered within the regular classroom. Young people with dyslexia benefit from early identification, appropriate intervention, and targeted, effective support at the right time. Assessment for dyslexia should be a process rather than an end product. This is the model of support used in Literacy for All.

Progress:

- Talk for Writing review with teaching staff. (What is working well and what are the challenges? How can we adapt the Talk for Writing programme to suit the needs of our setting.)
- Target for children to create longer/ finished pieces of writing.
- Continue with moderation of writing as a staff team.
One session of reading moderation.
- PEF interventions - Small group interventions using Tools for writing precision teaching from Jenny Wilson (LDO) targeting the missing benchmarks identified by 23-24 class teachers.
- Create opportunities for staff to moderate writing across the ASG.
- P4 staff to engage in the National Writing Framework training and cascade to rest of staff team. (focus on tools for writing)
- Literacy for All training- 4 Twilight sessions and then a CAT session to discuss tracking and expectations as a school.

Impact:

- Approach adapted according to stage. Agreed not to use a story map for upper and boxing for lower school. Next step is to consistently use agreed varied approaches from the review.
- Although staff have tried to prioritise time for longer pieces, there needs to be a timetable review to discuss priorities as it's difficult to fit all the leaning expectations into the current timetable.
- Data shows the positive impact of the PEF interventions on individual children. For most children these interventions have been consistent.
- In the last term, through moderation, there has been a positive impact on teacher confidence/ judgement and therefore more robust and accurate data has been gathered.
- NWIP-positive impact on writing in P4- children are more motivated and enthusiastic about writing and are consistently using the skills that they have learnt. It has also had a positive impact on P4 writing attainment. Next steps- to be rolled out across the school.
- Literacy for All-Teachers confidence in using trackers has increased. Staff are beginning to use the trackers to support children with literacy difficulties.
- Satisfactory progress was made in this area.

Next steps:

- Ensure more robust and accurate teacher judgements by providing more moderation activities.
- National Improvement Writing Framework to be rolled out across the school.

- Consistently use agreed approaches across the school.

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 Literacy interventions. At the start at the year, a cold task was completed to assess level against the tools for writing benchmarks and at the middle and end, this was repeated and progress recorded against tools for writing benchmarks.

From the period between August and December 24 children were identified for this intervention. Of which, parents of 2 children requested they received no input or support. Two children moved away prior to reassessment and 3 children are on IEP's or an elaborated curriculum, changing the number of children to 17. The target was for all 3 children having phonological input to gain success in at least 2 more areas of the phonological awareness tracker. After re-assessment we found that 2 children increased by two areas and one child by 3 areas.

For the older 14 children, 1 child had already achieved second level so focused on numeracy word problems (number reduced to 13). For the other children, the target was at least 60% (8 children) of children receiving the tools for writing input to progress at least one level using the tools for writing benchmarks – move from * to ** to *** Early, First and Second Level. After re-assessment, four children had moved up by *, one child had moved up by **, 2 unknown (TM,CG) and five remained unchanged.

During the period from January to June, 25 children were identified to receive intervention support. Out of these, three children requested no intervention, two were on IEP's and one was on an elaborated curriculum, reducing the number to 19 children. Two children worked on numeracy word problems as this was the gap identified. The aim for the remaining 17 children was that 60% (10 children) improved spelling age by at least 6 months. After re-assessment, 10 children improved spelling age by at least 6 months, some by over 2 years. One child improved by just less than 6 months and 4 remained the same, but showed significant progress against where they were. A further 19 children identified by teachers accessed this intervention during the year, successfully achieving their targets.

Funding for an Additional teacher time of 0.2 became available for Term 3 and 4, for targeted Numeracy interventions.

Using our Numeracy trackers, benchmarks which were still to be achieved were identified and progress recoded against them.

Unfortunately, due to high staff absence, the PEF teacher was used to cover classes and therefore little impact of this intervention was seen.

We also used the Pupil Equity Funding to purchase Literacy books to provide depth and breadth to learners. We focused on books that appealed to older readers with a lower reading ability to engage and motivate them to read, thereby reducing the attainment gap.

Books were also purchased to assist children with communication difficulties to access the reading of vocabulary.

The impact of this is that two children with communication needs will be able to access relevant and appropriate resources to build vocabulary which will contribute to reducing the attainment gap for these children.

Wider achievements

Coileanaidhean nas fharsainge

In our school, wider achievements are celebrated in assembly, on a display wall in the school foyer and in pupil's individual profile folders.

We have recently developed a wider achievements tracker to ensure that all children are offered some wider achievement experiences and opportunities.

Aviemore children have had numerous opportunities to excel in the expressive arts. Our choir performed in the P and J Christmas Concert and further showcased their skills in singing at Tesco, at the local hospital and Christmas light switch on. Some of our pupils performed in the pantomime at Eden Court. A number of children regularly take part in Feis Spe 'Storylands' sessions performing with their traditional Scottish instruments including Clarsach and fiddle. Some have created their own compositions on their instruments and shared these in assembly. Many have taken part on the Strathfest music festival, performing both in groups or individually.

Our children have also engaged in many sporting events this session. Aviemore Ski Team have represented us successfully in a variety of tournaments like the SSSA races at Glenmore. All P7's took part in the BSSSA ski programme at the beginning of the year. Aviemore Avalanches, our ice-hockey team and the Aviemore Shinty Team have participated in many competitions including the Newtonmore 6's and the UHI cup. A group of children were very successful in the first Ice-skating competition at the Aviemore Ice rink, winning a great number of trophies and medals. Our netball team has taken part in matches locally and in Inverness and are becoming a force to be reckoned with. Our athletics team took part in the Interschools competition last month and were a credit to our school.

We took a team of well trained and well-prepared P7's to the annual Rotary Quiz at MacDonald's resort and are very proud to have won second place. A team of P6's also took part in the Euroquiz, revealing the depths of their general knowledge.

In school, our children have had numerous opportunities to develop their problem solving skills/ STEAM skills this year through partnership working with Academy 9 and an event led by a team from Boeing and the RAF.

We have had a visit from the local police presenting a wide range of topics including road safety and internet safety. Representatives from the Highland Rugby club and Cricket Scotland have delivered coaching sessions to further develop these sports skills. Our older children have been involved in the Young Leaders award through Highland Highlife. All children have been involved in the Dr Bike sessions, developing their bike maintenance skills. All the P6's completed a First Aid course for children and are our first ever team of mini first aiders in the school.

This term, the whole school is taking part in the Walk for Water Fundraiser which involves raising money to buy Aquaboxes for villages with no clean water. This is a fantastic opportunity to raise awareness of global issues and make a measurable difference to another community.

Comments from learners, families, stakeholders and staff

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

School Improvement Priorities

During our open morning this term, we had a voting system for parents/carers to vote for the School Improvement Priorities for next session and an opportunity to provide ideas and feedback. All parents who voted (75 of them) agreed with the following priorities for next session:

1. Raising attainment strategy -Council wide priority
2. Raising attainment in writing through the National Writing Improvement Framework
3. Consistency in Learning and Teaching
4. Developing the curriculum in the ASN provision

These priorities were further discussed and explored at the parent council meeting this term,

The children shared their voice on the School Improvement Priorities at **10@10**. This is when 10 children from across the school are chosen at random to meet a member of the Senior Leadership Team weekly to discuss either pertinent school issues or questions from the 'How good is OUR school' document.

They said:

Priority 1: 'Sometimes the lessons are long and boring- Learning for fun is the best way of learning!' The children felt that by making learning more fun, more children would achieve their potential.

Priority 2: With regards to the NWIF, the P4's felt it should be taught across the school because, 'I have learnt new conjunctions'. 'I like the run chart'. 'I think it's encouraging because it helps me to write.'

Priority 3: With regards to consistency, they thought, 'It's a good idea for teachers to do similar things as its easier for transition.'

Positive relationships

Following our HM Inspection, it was noted that there are warm, caring, positive relationships between staff, pupils, parents/carers and other stakeholders across the school.

One of the children at 10@10, answered a question on our health and wellbeing: 'The school makes us feel comfortable and all the grown-ups use encouraging language. You feel cared about and valued.'

After our Sports Day this term, one mum said, 'I have come home with the fullest heart and want to thank you all so so much. Today is the first sports day my son has taken part in and smiled. Also the care taken with H**** when he was sad leaving me. Please pass on my thanks to all.'

One of our volunteers recently sent an encouraging email, 'I think you all do a brilliant job! I can see how hard you all work, the impact you have on the children, in sometimes, very challenging situations.'

Our Educational Psychologist wrote, 'I've been working with you all for just over 2 years now and I have always felt hugely welcomed and valued within your school community. When thinking about the staff I am in contact with regularly, I feel very much that we have built strong relationships, and we are working alongside each other to explore ways that we can support the needs of children and young people. I think that our values are aligned in terms of children's views and keeping them at the centre, and I have noticed that any suggestions given to staff are always gratefully received and taken on board. I look forward to continuing to work with you all both now and in the future.'

Capacity for continuous improvement

Inclusion Motivation Respect

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

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

1. Raising Attainment (Authority wide priority)
2. Raising attainment in writing through the National Writing Improvement Framework
3. Consistency in Learning and Teaching
4. Developing the curriculum in the ASN provision

Planning ahead A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website aviemoreprimary.co.uk or by contacting the school office.