

25 August 2026

Dear Parent/Carer

In May 2026, HM Inspectors published a letter on Aviemore Primary School. The letter set out a number of areas for improvement which we agreed with the school and The Highland Council. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found.

Senior leaders should improve the strategic leadership of change within the school and the Rainbow rooms. They need to monitor progress towards school improvement priorities regularly throughout the year and keep track of how well changes lead to improvement. The pace of change needs to increase. As part of this, the headteacher should ensure appropriate priorities are agreed for the Rainbow rooms to improve outcomes for children accessing the provision.

Overall, there has been positive progress made in taking forward this area of improvement in both the school and enhanced provision.

Senior leaders have strengthened the strategic leadership of change across the school and Rainbow Rooms. They have developed and implemented a clear, detailed improvement plan. Senior leaders and staff now regularly review progress towards planned outcomes. This is supported by well-structured activities to monitor and evaluate the work of the school, outlined in a shared calendar. Staff are involved fully and invested in strategic change through working parties, activities to evaluate practice, and professional discussion.

Staff have a shared responsibility for positive change. This is working very well and as a result, there is clear progress in this area. Staff work well together to improve approaches to learning and teaching. Teachers reviewed their approaches, engaged in professional development and agreed potential changes; they discussed these as a wider team and implemented changes successfully. All staff collaborate well to develop consistent high-quality learning and teaching, across the school. Senior leaders carry out regular quality assurance including formal observations and learning walks, to determine how well they are meeting priorities. Staff now make stronger links between well-considered school improvement priorities, collegiate time and planned development work. Senior leaders ensure school improvement plans are now based firmly on the results of quality assurance activities. As a result, planned time for development is focused on the right areas of improvement. All staff are well-placed to continue this reflective practice to ensure ongoing school improvement priorities are met.

Senior leaders and staff have increased the pace of change. They have made meaningful progress in several areas of development in a short period of time. This includes more detailed processes to



allow senior leaders to gather and analyse children's progress more effectively. As a result, senior leaders are able to more accurately evidence the impact of improvement activity on children's progress. Staff should continue to review children's attainment data and progress each term to enable them to build on this positive start.

As a result of the improvements in strategic leadership, positive progress towards improvement priorities is evident across the school. The staff team are more reflective of their practice and value the systems they have developed together. They are more confident in their skills, knowledge and teaching. This is leading to improvements in children's learning experiences and supporting improved progress in all areas of priority. Senior leaders and staff should continue to focus on agreed improvement areas to build on this work and to ensure all children make the best possible progress in learning.

Within the enhanced provision, senior leaders and staff have developed the school improvement plan to include a priority for the Rainbow Rooms. The priority area focuses correctly upon improving the overall quality of curriculum provided to children accessing the Rainbow Rooms. As a result, senior leaders and teachers have focused appropriately on developing a curriculum for children where they can develop and apply their skills. They have updated the quality assurance activities undertaken across the year. This now reflects better the planned improvements in the Rainbow Rooms. Staff have now ensured there are ways to check that sufficient progress is being made towards meeting priorities. Senior leaders should continue to monitor the work of staff leading improvement areas. In doing so, senior leaders and staff should continue to ensure that improvement priorities are measurable and identify the intended improved outcomes for children.

All staff should work together to improve the overall quality and consistency of learning, teaching and assessment. They should ensure learning activities are well-planned, engaging and meet the needs of all learners. In doing so, they need to ensure that learning time is maximised.

Overall, there has been positive progress made in taking forward this area of improvement since the previous inspection.

Staff have worked together to improve the quality and consistency of learning, teaching and assessment. They have established working groups and engaged in professional learning to agree clear expectations of learning and teaching. As a result, more consistent high-quality teaching and learning is evident across the school. Most teachers now share the purpose of learning and what success looks like more effectively, helping children better understand their learning and next steps. Most teachers use a range of questioning techniques and review learning effectively to deepen children's thinking and assess progress. Most children now undertake tasks and activities set at the right level of difficulty for them. Staff should continue to build on this positive start to improving the quality of learning and teaching across the school.

Staff reviewed the learning environment to ensure all classrooms have calm corners and consistent visual supports for children. This is supporting children's participation in learning well. Staff use consistent routines and support to help most children to remain focused and ready to learn during lessons. As a result, learning time is now used more effectively with increased engagement and fewer instances of disruption due to low level behaviours. At times, a few children need reminders of the school values, routines and expectations. Staff should continue to support all children to follow the school values. Staff have revised and streamlined planning and assessment processes. These are now

more consistent and robust, supported well by an agreed assessment framework. This helps staff to plan learning that better meets children's needs and interests.

Most children benefit from more active and engaging learning experiences, including increased choice and opportunities for creativity, particularly in the early years. Staff are beginning to embed a shared language of skills and make effective use of digital technology to enhance learning. Senior leaders should continue to build on this positive approach to support staff to deepen learning through play and skills development. They should ensure all children are challenged consistently.

In the Rainbow Rooms, staff are making positive progress in adapting learning to better meet children's needs. This includes targeted support to develop communication skills and improved planning. Staff should continue to strengthen challenge for all children and ensure that they build on prior learning.

Overall, staff have made significant improvements in this area of development. They should now continue to consolidate and refine these approaches to ensure consistently high-quality learning and teaching for all children.

Senior leaders should ensure children's attainment data is accurate. They should support teachers through effective moderation, assessment and engagement with national benchmarks to gather robust data. This will better inform their evidence of children's progress and attainment in literacy and numeracy.

Overall, there has been positive progress made in taking forward this area of improvement.

Senior leaders have taken effective steps to ensure children's attainment data is more reliable. They have supported teachers well to improve their understanding of children's progress and attainment.

Teachers have undertaken a range of activities both within and out with the school to develop an agreed expectation of children's progress in reading and writing. As a result, teachers have improved their confidence and accuracy in judgements about children's learning in line with national standards. As planned, teachers should continue to engage with colleagues to ensure consistent standards in aspects of planning and learning and teaching.

Senior leaders have reviewed the school's attainment data in depth. They worked closely with staff to review assessment evidence and compared children's work against national standards and expectations. This has helped to ensure that data is more reliable. Senior leaders meet with staff regularly to discuss the progress and attainment of children and identify supports for children not on track to achieve expected levels. These discussions have become increasingly more rigorous and informed by data. Teachers validate their professional judgements using appropriate assessment information and considering national standards. Senior leaders should now continue to develop how tracking and attainment meetings are recorded to clearly identify agreed next steps. This should help them to ensure all children make the best possible progress in learning.

Senior leaders need to ensure there is a clear focus on raising attainment in literacy and numeracy of all children across the school.

Overall, positive progress has been made in this area for improvement.



Senior leaders prioritise raising attainment in literacy and numeracy for all children through clear outcomes in the school improvement plan. Staff collaborate effectively to ensure consistent approaches to learning and teaching across the school. There is a focus on ensuring learning is planned at the right level of difficulty, with appropriate pace and challenge, particularly in literacy and numeracy.

Staff previously introduced a new approach to teaching writing at first level and successfully extended it across first and second levels. Early data shows improved application of children's writing skills and confidence. Staff report increased engagement from children in writing activities, especially among previously reluctant writers. This work is at an early stage and there is not yet sufficient evidence to evaluate its impact. However, a few groups of children are showing a predicted increase in progress and attainment. Staff need to continue to prioritise raising attainment in literacy next session.

Teachers use effective strategies to develop children's reading skills. Overall attainment in reading remains in line with last session. Current attainment data shows an increase for children at both early and first levels.

Staff have introduced more opportunities for children to listen and talk in groups, and they use prompt cards to support children to explain their thinking. At times, a few children across the school talk over each other and interrupt others when talking. Children across the school would benefit from further opportunities to develop listening and talking skills through progressive learning. Teachers should work together with children to establish consistent expectations for listening and talking. This should support children across the school, to better articulate the skills needed to effectively listen to others.

Staff have established consistent approaches to teaching numeracy and mathematics. Children regularly use concrete materials and teachers revisit prior learning to develop children's recall and mental agility skills. Current data shows an overall increase in attainment in numeracy and mathematics since last session.

Senior leaders should continue to build on and strengthen their use of attainment data. They should continue to track and monitor cohorts regularly to identify children who would benefit from increased support or challenge. This has the potential to strengthen their understanding of progress over time and support and inform their strategy to raise attainment for all children.

In the Rainbow rooms, senior leaders need to strengthen how they plan, track and monitor children's progress in their learning. This will better support staff to evidence the progress children are making over time.

Overall, senior leaders and staff have made positive progress in improving how they plan, track and monitor children's progress in learning. They should continue to use the information provided through these processes to build up a robust evidence base to demonstrate clearly the progress children make over time.

Teachers increasingly use assessment information to inform planning. They now show more clearly that almost all children make progress in learning, particularly with their communication approaches.

**HMIE**

His Majesty's Inspectorate of Education in Scotland
Luchd-sgrùdadh an Rìgh airson Foghlam ann an Alba

Senior leaders and teachers should now agree a consistent approach for assessing children's progress in learning, including around social communication. This will support teachers to track learning in a more consistent manner over a longer period of time.

Teachers' professional judgement is improving through collaborative work with staff across the school. This strengthens the accuracy of evaluating children's progress. This is helping teachers develop increasingly reliable judgements of the progress children make in learning.

Teachers provide all children with an individualised education programme (IEP) with targets for learning. They increasingly use assessment information to set more relevant targets for children. This is helping teachers plan interventions that more accurately help children increase their capacity to develop communication and independent life skills. In doing so, children are more able to engage positively in learning and regulate better when working with staff. Staff should build upon this positive start to planning for children's specific needs. Additionally, they should ensure that children's outcomes are measurable, including how children will demonstrate the skills taught. This will allow staff to show more clearly the holistic progress children are making in their learning and wellbeing.

What happens next?

The school has made good progress since the original inspection. We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. The Highland Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

Nicola Drew
HM Inspector

On behalf of His Majesty's Chief Inspector of Education in Scotland.