

Summarised inspection findings

Aviemore Primary School

The Highland Council

17 June 2025

Key contextual information

Aviemore Primary School is a large community school based in the village of Aviemore. There are currently 240 children on the roll. A few children who require additional support with their learning are placed by the local authority within an enhanced provision, known as the Rainbow Rooms. Children in mainstream are organised across 9 classes. The acting headteacher and acting depute headteacher have been in post for a year. The acting depute headteacher is class committed half of the week. A principal teacher leads the enhanced provision and is class committed half of the week. There have been significant changes in staffing across the school in recent years.

No children reside in Scottish Index of Multiple Deprivation (SIMD) deciles 0-4. There are 21% of children who reside in SIMD deciles 5 and 6 and 79% of children who reside in SIMD deciles 7 and 8. Across the school, 9.7% of children are entitled to free school meals and 60% of children in the mainstream classes require additional support with their learning.

Aviemore primary school nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and acting headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

1.3 Leadership of change

weak

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The acting headteacher has developed nurturing and respectful relationships with staff, children, parents and partners. She is assisted well by the acting depute headteacher and principal teacher. As a result of the positive ethos, staff feel listened to. Senior leaders support them appropriately to carry out their roles. Almost all parents believe the school is well led and the acting headteacher is approachable. They feel she is making a positive difference to the school. The acting headteacher has created the conditions to improve the work of the school which includes regular well-planned staff development time. This is beginning to support improvements in children's experiences. The staff team know children and families very well. They work effectively together to provide an inclusive culture where everyone's voice is included as part of school improvement activity.
- The acting headteacher and staff regularly promote the school vision and values. They use assemblies, class charters and house meetings to revisit the values appropriately with all children. Children enjoy receiving the new values stickers which celebrate well how they demonstrate the values in their day-to-day interactions and behaviour. Most children have a clear understanding of the school values. Senior leaders supported staff and partners recently to consider how they exemplify the school values and what they mean for them. This is helping staff to support and value each other.

- Senior leaders know the school's strengths and areas for development well. They have begun to make positive changes which include planning appropriate professional learning for teachers. However, senior leaders have experienced increased challenge in leading the strategic direction of the school effectively. This is due to significant amounts of change within the whole staff team over the past few years. This has limited the capacity of senior leaders to lead and implement effective school improvement priorities. Senior leaders spend a significant amount of time on operational matters. As a result, insufficient time remains to support strategic leadership and manage the pace of change. Senior leaders now need to protect time for improvement planning. They should review improvement priorities with greater rigour to ensure development work is impacting positively on children's experiences and outcomes. In collaboration with the staff team and local authority support, they are now ready to increase the pace of change.
- Senior leaders have created a quality assurance calendar linked to How good is our school? 4th Edition (HGIOS4) to evaluate progress against quality indicators. Whilst this is beginning to help staff reflect on their work, senior leaders now need to link quality assurance more directly to school improvement priorities. They should ensure collegiate time is used more effectively to support progress towards agreed improvement priorities. Senior leaders and staff should evaluate the progress they are making towards priorities with increased rigour. This includes evaluating the current focus on improving approaches to teaching numeracy. Staff have engaged in professional learning to support this, however, this is not yet impacting positively on children's experiences and outcomes. Senior leaders now need to evaluate this work and agree a consistent approach to teaching numeracy across the school. They should identify clear measures to support them to measure the impact of any changes. This should enable them to evidence better the progress they are making towards school improvement priorities.
- Senior leaders have systems in place to monitor learning and teaching across the school. As part of this they observe lessons and provide staff with feedback on children's experiences. Senior leaders need to ensure a higher priority is given to improving approaches to learning and teaching. They should work together with staff to review their learning and teaching policy. Senior leaders and staff should develop a clear plan to improve learning and teaching and raise attainment for all children.
- Senior leaders have regular tracking meetings with staff to review children's attainment and progress. This informs future improvement priorities, which includes the recent work on literacy. However, the acting headteacher has identified that current attainment data is not robust. Staff should now review approaches to moderation as a priority. More regular moderation and use of national Benchmarks will support the accuracy of teachers' professional judgements of children's progress and attainment. Across the school, all staff need to have a clear focus on raising attainment in literacy and numeracy. Staff have made a positive start to this in a few classes with new approaches to teaching writing. This is impacting positively on children's written work in these classes. As planned, senior leaders should extend this successful work across all stages.
- A few teachers and support staff have leadership roles which result in improvements across the school. These include promoting positive and inclusive communication, sustainability and pupil leadership groups. As a next step, all staff should be supported to engage in leadership roles to develop their shared vision for continuous improvement.
- Senior leaders provide a minority of children with opportunities to develop leadership skills and influence school improvement. They hold regular meetings with ten children at ten o'clock, known as 'ten at ten', to discuss and evaluate the work of the school. Senior leaders gather useful information from these meetings for example, how well supported children feel by adults when they are upset. Children share their views readily, such as asking for more information

about school lunches and ideas to improve playground resources. As a result of children sharing their views, a number of these areas have been improved. Children in P2-P7 apply to be part of pupil groups such as junior road safety officers (JRSO) and pupil council to develop school priorities. Children in the sustainability group take a lead role in planning an attractive sustainable garden in the playground. The digital leaders provide parents with helpful information via newsletters about how to keep their children safe during online gaming. Senior leaders should now consider how to extend the opportunities for all children to engage in leadership roles.

- All staff understand the socio-economic challenges families face. They work well to support children and families sensitively and mitigate any barriers to learning. They use Pupil Equity Fund (PEF) to employ additional staffing to support children who face barriers or challenges that may impact on their learning. Senior leaders should ensure parents have a clear understanding of how PEF is being used to support children. This should include opportunities to discuss how PEF is spent.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Most children demonstrate well the school values of inclusion, motivation and respect. Children speak confidently about the importance of their school vision, values and children's rights. They have achieved national accreditation for their work on promoting children's rights. All staff support children well if they become dysregulated or upset at times, offering a learning break. In addition, children access agreed resources and spaces, including the outdoors, where staff support them to manage their emotions and feel calmer. This supports a few children to re-engage appropriately with learning.
- Most children participate well in learning, completing tasks and activities willingly. In a minority of lessons, a few children become disengaged and display low level behaviours. As a result, the flow of learning is interrupted. Teachers need to ensure that all tasks and activities are purposeful and engage all children. This will support all children to remain on task and maximise their learning time.
- In almost all lessons, teachers effectively share the purpose of learning with children. In a few lessons, teachers share with children how to be successful in learning. Teachers should now involve children more frequently in identifying how they will know that they have been successful. This will help children to better understand their own progress.
- In a majority of lessons, teachers use questioning well to check for understanding and to engage children in thinking about their learning. In a few lessons, teachers use questioning purposefully to deepen children's thinking skills, and to encourage children to justify and explain their ideas. Teachers should build on this practice and increase the use of skilled questions to extend further children's learning.
- Teachers and children have discussed their ideas for a quality lesson to support the creation of the school's learning and teaching policy. Teachers engage in professional learning to review approaches to learning and teaching. A few have observed each other teaching and offered helpful feedback. Teachers should now agree shared approaches to learning and teaching across the school. For example, the use of plenaries, how teachers plan learning at the right level of difficulty and providing motivating learning experiences for children. This approach will support staff's development of a more detailed learning and teaching toolkit through professional learning and dialogue with peers. This clarity should support more consistent high-quality learning and teaching across the school.
- Most teachers provide children with opportunities to work in groups and individually. However, in a minority of lessons, learning is too teacher led. In these lessons, children would benefit from more opportunities to be independent and active in their learning. Teachers should consider how they provide appropriate support and challenge to meet the needs of all children

in all lessons. As a next step, teachers should plan learning experiences which encourage more creativity, curiosity, and time for children to take more ownership of learning.

- All teachers use interactive whiteboards effectively to support their teaching. Staff and children use available digital technology well to support aspects of learning and teaching. Children who require support with learning use tools which help them to access the curriculum independently, for example, speech to text. Older children use digital technology well to develop skills in research, presentations and consolidation of learning. Older children acting as digital leaders support younger children confidently to develop their early digital skills. Teachers should plan further opportunities for children to develop their digital skills more creatively to enhance learning.
- Teachers at early level are beginning to develop their knowledge of play pedagogy to support children's learning through play. Staff should engage further with national practice guidance and professional learning to inform the continued development of play-based learning. As part of this they should review and develop the learning environments to ensure they support effectively learning through play at early level. Teachers use observations well to evidence children's learning, including children's comments to capture their understanding. This practice should now be developed further to track children's learning and progress.
- Across the school, all teachers use a range of assessments appropriately to gather information about children's progress. Most children have opportunities to engage in helpful peer and self-assessment. In most classes, teachers provide appropriate verbal and written feedback to children, particularly in writing. This is helping children understand what they are doing well and what they need to do to improve. Children engaging with the new writing programme particularly benefit from clear, consistent feedback. This is having a positive impact on their progress in writing.
- Each term, all children create meaningful targets for literacy, numeracy and health and wellbeing. These help children to understand their next steps in learning. Children benefit from having assessment information collated in a pupil learning profile, however, the quality of these vary across the school. Most teachers use assessment evidence well to inform next steps in learning. As a next step, senior leaders should now share effective practice across all staff. They should agree expectations of the use of assessment to track more robustly the progress children are making.
- Teachers now need to increase their engagement with national Benchmarks to strengthen their awareness of national standards and expectations. As an important next step, staff should continue with further participation in moderation activities within their own school and with colleagues in other schools. This should help develop a shared understanding of children's progress within and across Curriculum for Excellence (CfE) levels. It would also help to increase teachers' confidence and accuracy when making professional judgements about children's attainment. In addition, teachers should focus future moderation activity around other aspects of the moderation cycle such as planning, learning and teaching.
- All teachers plan appropriately over different timescales using local authority and school progression planners. There is variation in planning structures and approaches across classes. The senior leadership team and staff should now review and improve their planning systems to ensure there is a consistent approach adopted. Further moderation of the planning stage should support teachers to have a shared expectation of standards, pace and challenge.
- All teachers engage in attainment meetings with senior leaders three times a year. Current attainment data is not robust. As a priority, senior leaders should ensure that professional

dialogue during these meetings is more rigorous. They should ensure evidence of children's progress is used more effectively to provide accurate judgements of children's attainment and progress.

2.2 Curriculum: Learning pathways

- All teachers use local authority and school progression pathways to plan children's learning. These pathways take account of CfE experiences and outcomes and national Benchmarks. Teachers plan to ensure children learn about sustainability goals, skills for life and work and children's rights. Senior leaders should now work with teachers to establish clear and consistent expectations of how these progression pathways are to be used. This will help teachers to plan more effectively, experiences which build on prior learning, support progression and provide opportunities for application of learning.
- All children from P1 to P7 learn French and children in P5 to P7 learn Spanish. Teachers use learning pathways and a digital programme to support teachers to plan learning that builds children's modern language skills progressively.
- Teachers deliver religious and moral education (RME) through discreet lessons. The RME programme supports children to develop their understanding of world faiths. Staff have meaningful links with their local church and the minister leads religious based assemblies at key points in the year.
- Staff provide almost all classes with two hours high quality physical education (PE) per week. Children enjoy opportunities to participate in a variety of sporting events and clubs in and outside of school. Children in P7 participate with enthusiasm in a snow sports programme, which includes snowboarding and skiing. Children in P4 attend swimming as part of their PE programme and children in P7 also have the opportunity to attend a residential excursion.
- A range of music specialists provide tuition to children across the school. These include tuition in chanter, strings, woodwind and singing. Children have opportunities to share their musical talents in class and during assemblies.
- Transition arrangements from early years to P1 and from P7 to secondary are well established. Enhanced transitions start in P6 for those children who need it, as they move from primary to secondary school. Across the school, teachers share relevant information about children's attainment, wellbeing and individual needs as they move from one stage to the next.
- All staff are developing their understanding of using the outdoor environment as a context for learning, although this is not yet a regular feature of children's learning experiences. As planned, senior leaders should support staff to develop a more consistent approach to learning outdoors as an integral part of the learning experiences for children.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders gather parents' views on school improvement through annual questionnaires. They use this information well to consider improvements to school such as ensuring a parent evening in the first term. Senior leaders share the outcome and actions of parents' views through a 'you said we did' display and in newsletters.
- Senior leaders and staff communicate regularly with parents through a termly newsletter, latest weekly news and social media posts. The acting headteacher has an open-door policy and parents have a variety of opportunities to attend school events, open afternoons and parent evenings. These ensure parents are kept up to date with information on children's progress and on what is happening in school.
- The Parent Council is supportive of the work of the school. They engage in fundraising to help with the cost of transport for school trips and resources. Senior leaders should continue to provide parents with opportunities to be involved further in school improvement.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Most children have a strong sense of belonging to their school community. Almost all children are friendly and well-mannered. They are considerate of one another and of visitors to the school. Across the school, all staff establish positive and respectful relationships with children and demonstrate kindness and care in their interactions with them. Almost all parents believe staff promote children's emotional wellbeing well and know their child as an individual.
- Most children complete an anti-bullying questionnaire annually and P7 children collate the results and discuss these with senior leaders. Senior leaders follow up on feedback given to support individuals or groups. Senior leaders monitor incidents and allegations of bullying appropriately and take steps to address these. Across the school, staff have developed helpful ways to support children to share their feelings including any worries they may have. This includes for example, daily check-ins. Staff have reviewed the school relationships policy recently which highlights what bullying is and actions that should be taken to support this. Most children feel safe at school however, a minority of children do not know if they feel safe. A minority of children and parents feel that the school needs to do more to deal with bullying. Moving forward, staff should continue to work with children to ensure they have a clear understanding about what it means to be safe and continue to support children to understand bullying and how it should be addressed.
- Almost all children are supported to evaluate their wellbeing termly. Teachers use these evaluations well to plan appropriate support for individual children and address wider issues through class discussions. Senior leaders have an overview of wellbeing evaluations completed by children. As planned, they should now track and monitor the impact of interventions used more robustly to support children's wellbeing.
- Senior leaders plan regular assemblies that focus on children's emotional wellbeing. This supports children well in understanding and managing their feelings. Most children feel able to talk to a trusted adult about their concerns. Staff follow a health and wellbeing plan to develop children's knowledge progressively. Children talk confidently about the importance of diet and exercise in supporting their wellbeing. They understand what it means to be active, healthy, and responsible.
- All children have regular opportunities to be active both in and out with school. This includes in PE lessons and sporting events. Children benefit from opportunities to take part in after school clubs offered by staff, volunteers and local partners. Children are enthusiastic about the range of activities on offer. All children develop their understanding of the importance of regular physical activity for their physical health and mental wellbeing.
- Senior leaders and staff work effectively with partner agencies to include children with barriers to learning in a range of activities and events. Staff worked with a partner to adapt events at

sports day and offer boccia sessions. Children with barriers to learning experience success and opportunities to achieve. Staff support children meaningfully to understand that everyone is different and require varying amounts of support to access what they need to succeed.

- Children participate in a range of purposeful pupil groups which include house groups and a sustainability group. Children talk well about the positive impact and changes these groups have in improving their school and environment. All children belong to a specific house group and work on projects to raise awareness and support local, national and international charities. This develops children's awareness of and their role in being responsible global citizens. Most children feel that they are actively included in decisions about their school and learning.
- Senior leaders and staff have a firm understanding of their responsibilities and statutory duties related to wellbeing, equality and inclusion. They engage in appropriate professional learning to support this understanding, for example, annual child protection training and communication training.
- Pupil support assistants know children well and provide effective support for individual children and small groups both in and out of class. They are a valued part of the school team. They engage in appropriate professional learning which helps them to carry out their roles effectively. This enables children who require additional support to make appropriate progress towards individual targets and to engage well with learning. Senior leaders and staff work in collaboration with partner agencies effectively to support children who require additional support with their learning and wellbeing. For example, children have benefited from programmes which support their emotional wellbeing and help them learn strategies to manage their feelings.
- Senior leaders have a detailed overview of children who require additional support. They follow local authority guidance on staged intervention and planning to meet the needs of children. Children, parents, carers and partner agencies, participate in this planning. Child's plans identify useful targets and actions, and these are reviewed on a regular basis. Senior leaders should review targets to make them more specific with measurable outcomes. They should ensure that plans show detailed evaluations of the impact of actions taken. Senior leaders should also update the staged intervention guidance for staff to better reflect current practice.
- Staff provide a range of interventions and support to meet the majority of children's wellbeing and learning needs. This includes using planned time out of class, visual timetables and linking children's interests to learning. Staff should review routines and strategies that are successful in supporting children's wellbeing and meeting their needs across the school. They should agree a consistent approach for all classes. As part of this process, they should consider the classroom environment and spaces around the school. The environments for learning could be used more effectively to meet the needs of children across the school, for example, introducing calming and nurturing spaces. This will help staff to better support children's transitions between activities through the provision of predictable support and consistent approaches.
- Children across the school are developing their understanding of equality, inclusion and diversity well. Teachers support children to learn about different faiths through RME. Children learn about the importance of respecting differences through assemblies, pupil groups and whole school events. These experiences support children to develop well a growing awareness of different cultures, faiths and disabilities. Staff support P7 children to participate in a programme that helps them to understand and tackle racism. Staff should continue to develop how children build their knowledge of diversity and equality progressively through the curriculum. This should include opportunities to explore the protected characteristics in more detail to further promote equality and diversity.

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.

3.2 Raising attainment and achievement

weak

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, levels of attainment in literacy and numeracy are satisfactory. However, attainment data across the school is not robust and not all data is accurate. Senior leaders need to support teachers to develop a shared understanding of national standards to ensure their professional judgements about children's attainment is more accurate and robust.
- Across all stages, a minority of children are not making sufficient progress in numeracy and literacy, particularly at first and second level. At early level a majority of children attain expected CfE levels. At first level, a minority of children attain appropriate CFE levels in numeracy and literacy. At both first and second level, there is a need to increase the pace and challenge of children's learning in literacy and numeracy.
- Most children who require additional support with learning, are making appropriate progress towards their own targets.

Attainment in literacy and English

- Overall, children's progress in literacy and English is variable across the school. A majority of children are capable of making much better progress.

Listening and talking

- At early level, a majority of children listen to each other in small groups for short periods. They are beginning to take turns with support from an adult. They listen to a simple word and suggest an appropriate rhyming word. At first and second level, a majority of children take turns and contribute information and ideas during a group discussion. At times children talk over each other and interrupt while others are talking. Children across the school need more regular opportunities to develop listening and talking skills through planned, progressive and structured learning and teaching.

Reading

- Children access the community library on a regular basis to select books for personal reading in class. The range of books on offer encourages them to read regularly. At early level, a majority of children are beginning to use their knowledge of sounds and picture clues to read simple text. They are not yet confident at answering questions about a story. At first level, a majority of children read from class novels with expression and fluency. They identify favourite books and authors and select books using the cover and blurb well to guide their choice. A minority of children are less confident naming different genres. At second level, a majority of children talk about stories and authors and give their preference for a genre or author. At all levels, children should develop further skills in responding to a range of literal, evaluative and inferential questions about a text.

Writing

- At early level, a majority of children write their first name and attempt to write a simple sentence. They know that a sentence has a capital letter, full stop and spaces between words. Children need to engage in more regular emergent writing through play, to help them see themselves as writers. At first level, most children assess their own writing and are beginning to use this assessment alongside teacher feedback to improve their writing. They write in a range of contexts and are writing texts of increasing length. They should be supported to use increasingly complex punctuation and vocabulary in extended writing. At second level, a majority of children write across different genres and contexts. They now need to focus on improving their handwriting and presentation of written pieces and write at length more regularly. The introduction of a new approach to teaching writing at first level is having a positive impact on improving children's writing skills. Staff should extend the use of this approach across all stages to support the development of consistently high-quality writing.

Numeracy and mathematics

- Overall, children's progress in numeracy and mathematics is variable. A majority of children are making satisfactory progress at numeracy and mathematics. However, a minority are making insufficient progress. Across the school, almost all children would benefit from more regular opportunities to revisit and revise previously taught mathematics concepts. There is a need to increase children's mental agility and accuracy. This will help to consolidate and extend their understanding in numeracy and mathematics topics.

Number, money and measure

- At early level, a majority of children count accurately to 20 and a few count to 100. They calculate doubles within 10 and name coins to £2. They need further support to develop skills in simple addition and subtraction. At first level, a majority of children calculate multiplication facts. They should now increase the speed of recall of multiplication facts to become more agile and accurate. At first level, a majority of children name coins and notes to £20 with confidence. They understand different ways to pay for items including using debit and credit cards. At first level, a majority of children should develop their knowledge of analogue and digital time. At second level, a majority of children are confident in place value to 100 000 and a few are confident to 1 000 000. Most would benefit from developing their skills in multiplication and division, particularly for speed and accuracy. Most children at second level require further practise in solving word problems.

Shape, position and movement

- At early level, most children recognise and sort two-dimensional (2D) shapes by size, colour and shape. They should revisit their knowledge of three-dimensional (3D) objects. At first level, a majority of children name common 2D shapes and 3D objects. They are developing their knowledge of the properties of shapes such as faces, vertices and angles. Most need to develop their knowledge of lines of symmetry within shapes. At second level, a majority of children name 2D shapes and 3D objects explaining their properties with confidence. They would benefit from further opportunities to use maps and scales accurately.

Information handling

- At early level, most children match and sort objects by colour and size. All children need more frequent opportunities to collect and organise data. At first level, a majority of children refer to bar graphs to answer simple questions about data. All children would benefit from further opportunities to gather data and create their own graphs and diagrams. At second level, a majority of children show an understanding of the language of probability explaining the probability and certainty of an outcome in an experiment. Most children are developing their knowledge of ways to collate data. At second level, all children need opportunities to build their skills in using digital tools to collate, display and analyse data.

Attainment over time

- Senior leaders and teachers use data to review children's attainment and progress over time. Senior leaders have correctly identified that not all data is accurate and therefore they are unable to accurately assess children's progress and attainment over time. Their approaches to tracking and monitoring children's progress are not rigorous enough. Staff do not have an accurate understanding of how well children are progressing over time. As a priority, senior leaders need to ensure data gathered is accurate. They should develop a clear strategy to raise attainment in literacy and numeracy for all children.
- Current attendance is 91.7% which is below the national average. The acting headteacher monitors the attendance of all children each month. She works closely with families where attendance levels are a concern. She follows local authority attendance guidance and works with partners where appropriate to help these families improve attendance for identified children. The impact of current approaches are mixed, with a few children attending school more often. The acting headteacher should now share information with the wider parent community to help increase their awareness of the impact of attendance below 90%.
- A few children attend school on a part-time basis. Senior leaders review this regularly with parents to support children and families to increase their attendance at school. Senior leaders should continue to work towards ensuring that all children receive their full entitlement to education.

Overall quality of learners' achievements

- Staff provide children with many opportunities to celebrate achievements through displays, certificates and assemblies. Children develop a wide range of skills through the numerous events and activities they experience, both in and out of school. This includes, building teamwork and communication skills. These activities include regular sporting and cultural events which children take part in, for example music festivals, shinty and netball tournaments.
- A minority of children across the school apply to be involved in pupil groups. These groups help children to be involved in improving their school and to become responsible citizens. The JRSO group lead campaigns on how to travel safely to school. Children raise money for charities through the house committees and pupil groups, helping them to recognise how they contribute to wider society. Children develop their communication, collaboration and problem-solving skills well through these roles.
- Staff use a 'passport of entitlements' to support children to experience a wide range of activities over their time in school. Senior leaders have recently begun to track children's achievements to allow them to ensure no child is missing out and to plan opportunities where this may be the case. They should continue to use this data to further support all children to experience success.

Equity for all learners

- Staff have reviewed the cost of the school day policy which identifies ways in which staff reduce the financial burden of attending school for families. Staff notify parents at the beginning of the school year of fundraising events to allow them to plan for these. The P7 residential is planned carefully to allow parents to pay in instalments. Parents are supported to apply for funding towards the cost of this to ensure that no child misses out through financial barriers. Staff provide a well-stocked uniform exchange and book swap for parents to access as required. The school is proactive in working with the Parent Council to lower the cost of events and provide free events. Parents are signposted to a local church and other organisations who provide support to families. These considerations ensure financial

constraints do not prevent children from taking part in opportunities for learning and achievement.

- Senior leaders use the school's PEF allocation to provide additional staffing and resources to raise attainment in literacy and numeracy for targeted children. A few children benefit from these well-planned literacy interventions and make progress from baseline assessments towards their targets. A few children are now on track to achieve national expected levels as a result of interventions. Senior leaders need to strengthen approaches to using data to evidence better the impact of PEF interventions on closing the poverty related attainment gap.

Context

The Enhanced Provision (Rainbow provision) is a local authority provision located within Aviemore Primary School. It supports the needs of children who have a wide range of additional support needs including complex additional support needs. Children from across the Badenoch and Strathspey area are placed in the Rainbow provision by the council's Joint Action Group. The Rainbow provision includes two classrooms, sensory, soft play, break out spaces, an enclosed garden, toilet facilities and two life skill kitchens.

The acting headteacher has overall responsibility for the Rainbow provision. She is supported by one full-time principal teacher who took up post last session. At the time of inspection, 11 children attended the provision, organised across two multi-stage classes. Senior leaders organise classes so that children learn alongside others of a similar age. Most children access their mainstream class for part of the week. All children are provided with opportunities to engage socially with peers in the mainstream school.

A number of changes in senior leadership and teaching staff has impacted on the progress of improvement work of the Rainbow provision.

Leadership of change

- Across the Rainbow provision, staff have developed positive and supportive relationships with children consistently. They model the school's values effectively. They work very well as a team, demonstrating strong commitment to improving outcomes for all children.
- The principal teacher has identified relevant development activities to improve children's outcomes further in the provision. These include enhancing approaches to learning and teaching and tracking children's progress more robustly. Staff undertake professional development conversations which help identify strengths and training needs. As a result, they have engaged in impactful professional learning. This is developing a culture where staff feel supported to reflect on and develop their practice.
- Senior leaders have quality assurance processes in place to monitor a few aspects of the Rainbow provisions' work. However, the school improvement plan (SIP) does not align closely enough with the needs of the provision. The acting headteacher should now provide clearer strategic leadership for the Rainbow provision. This should include developing the SIP to explicitly reflect the priorities of the Rainbow provision. Plans should include clear, measurable actions to drive an increase in the attainment and achievement for all learners.

Learning, teaching and assessment

- Staff have developed highly nurturing and caring relationships with all children. They foster positive relationships with children through small group and paired working. They support children well to collaborate, share spaces and resources appropriately with others. This creates a calm, purposeful environment where children feel included, safe, and ready to learn. Staff have a strong understanding of each child's needs. They use this information to develop detailed profiles which highlight effective strategies they can use to support children in their learning. Senior leaders should now review and streamline profiles to ensure they contain the most relevant information.
- Most children find learning meaningful and enjoyable. A few children need more challenge and are capable of making greater progress. Staff use familiar objects, visuals, and routines like

schedule boards to aid understanding. Teachers use familiar characters to make learning relevant and reinforce appropriate behaviours like looking, listening, and sitting. Most children engage well with routines and make choices in their learning. Staff support children well to use accessible technology, switches, and numeracy games to enhance their learning. They use a range of helpful strategies such as modelling, praise and questioning to sustain focus and deepen engagement. Teachers and staff should now embed these approaches more consistently throughout the day.

- Most staff use a range of language boards and vocabulary symbols effectively to model and support communication across learning and play activities. This helps children to develop their communication skills and make choices. Staff should continue to develop their understanding of communication approaches and use them more consistently across the provision.
- Teachers use learning observations well to evaluate how well children are progressing in their learning. Senior leaders and staff should develop approaches to assessment further. This will support teachers' professional judgement of where children are in their development of skills and learning. Senior leaders should work with staff to develop further a shared understanding of national Benchmarks and milestones. This will help to ensure that teacher judgements are more robust and that children build appropriately on prior learning.
- Teachers plan learning to provide children with a range of engaging activities and tasks across the curriculum. All children have individual education plans (IEP's) which focus on literacy, numeracy and health and wellbeing. As a next step, staff should ensure planning shows more clearly the specific focus for learning, skills and associated outcomes to be achieved. Staff should ensure IEPs reflect better how they plan to reduce children's barriers to learning as a result of their additional support needs. This will allow staff to show more clearly the holistic progress children are making in their learning and wellbeing.

Ensuring wellbeing, equality and inclusion

- Staff know children very well. They work together well to provide high levels of care and support. This supports children to feel safe, understood and cared for.
- Most children participate in relevant health and wellbeing activities tailored to their individual needs. Staff support children to explore topics which include being safe, recognising emotions and dangers. Staff recently introduced wellbeing rainbows to capture children's understanding of wellbeing. These have the potential to support staff to evidence more effectively how they are improving children's sense of wellbeing in a relevant and meaningful way.
- Most children have extended their friendships across the school through attending mainstream activities and playing with peers in the playground. This is helping children to build their confidence and supports them well to feel included as a member of the school. A few children have benefited significantly from this approach. They now spend almost all of their time fully included in their mainstream class, attaining well in their learning and wellbeing.
- Staff understand their statutory duties and provide effective care and support. All children have risk assessments and profiles to meet their individual care and wellbeing needs. All required plans are in place and are regularly reviewed in partnership with parents. Staff value parents' views in meeting children's needs. Children who meet the criteria for coordinated support plans (CSPs), including those who are care-experienced, are considered as part of whole-school planning.
- A minority of children do not receive their entitlement to two hours of high-quality physical education. Senior leaders should work with partners and staff to ensure all children have two

hours of high-quality physical education. This should include taking greater account of children's individual complex physical needs.

Raising attainment and achievement

- Taking account of individual learner profiles, most children make appropriate progress in literacy, communication and numeracy from prior levels of learning. A few children are making accelerated progress. A few children should be provided with more challenge to make greater progress.
- Across the Rainbow provision most children engage in a few wider achievement experiences including working with partners in the local community. These experiences help to develop their confidence in trying new things and develop their social communication skills. Learning profiles and "wow" moments are shared with parents to show the experiences and progress children are making during their time at school.
- Attendance in the Rainbow provision this session is in line with national levels. Senior leaders should continue to monitor the attendance of a minority of children to ensure any barriers to engagement are more clearly identified and addressed.
- Staff have a detailed understanding of the additional support needs and socio-economic context of all children including care experienced children. Staff are committed to achieving the best outcomes for all children, and work to reduce any challenges they face in their learning and wellbeing. All children have opportunities to interact with their mainstream peers in class and during break time. A few children participate in house meetings. This is helping them to develop their social communication in different contexts and reducing gaps in experience as a result of their additional support needs. Staff should continue to provide more opportunities for children to participate in wider meaningful activities across the provision and school.

Other information

Learning pathways

- Staff have enhanced the literacy curriculum through designing a range of sensory stories across foundational milestones and the beginning of early level CfE. This is beginning to develop children's listening, turn taking and communication skills in a more progressive way.
- Senior leaders recognise that the foundation milestones and milestone curriculum need to be developed further and include more detailed progression pathways. This will ensure that all children have planned opportunities to progressively develop their knowledge and skills across all areas of the curriculum. This will support children to maximise their attainment and achievement.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.