

**Tain Royal Academy
The Highland Council
20 December 2005**

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1. Background

Tain Royal Academy was inspected in September 2005 as part of a national sample of secondary education. The inspection covered key aspects of the school's work at all stages. It evaluated the structure of the curriculum, analysed pupils' performance in examinations (see Appendix 3) and assessed the quality of pupils' broader achievement. It also evaluated the quality of learning and teaching and pupil support, the environment for learning, the school's processes for self-evaluation, and its overall effectiveness and capacity for improvement. There was a particular focus on the work of the English, mathematics, Gaelic and physical education departments.

HM Inspectors observed learning and teaching and examined pupils' work. They analysed responses to questionnaires issued to a sample of parents¹ and pupils and to all staff. They interviewed groups of pupils, including the pupil council, and staff. Members of the inspection team also met the acting chairperson of the School Board, representatives of the parent-teacher association (PTA) and a group of parents.

Tain Royal Academy is a non-denominational school serving Tain and a number of villages in the surrounding area. At the time of the inspection, the roll was 651. The percentage of pupils entitled to free school meals was in line with the national average. Pupils' attendance was in line with the national average.

2. Key strengths

HM Inspectors identified the following key strengths.

- The school's welcoming atmosphere and the quality of relationships between pupils and staff.
- A commitment to improvement and willingness to share good practice.
- The range and quality of pupils' achievements.
- Very high quality teaching in a number of departments.
- Extensive links to the community which enriched pupils' experiences.
- The sporting facilities and the high incidence of their use.

¹ Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

3. What are the views of parents, pupils and staff?

Parents and carers who responded to the questionnaire were positive overall about the school. They considered the school to be welcoming and well led, and were pleased about its good reputation in the community. They felt that staff demonstrated concern for the welfare of pupils. A minority wanted more information on the school's priorities for improvement. Pupils were pleased with almost all aspects of the school. They valued teachers' encouragement to do their best, felt safe and secure and enjoyed being at school. They had no major concerns. Staff were generally positive about working in the school. They felt that communication amongst staff was good and appreciated opportunities to be involved in decision making. A minority of staff desired better communication and team working from senior managers and wanted bad behaviour amongst pupils to be dealt with more effectively. A number also wished more information about progress in implementing new management structures.

Further details about what most pleased parents, staff and pupils, and what they would most like to see improved, can be found in Appendix 2 of this report.

4. How good are learning, teaching and achievement?

The curriculum, learning and teaching

The quality of the curriculum was good. The range of subjects which pupils studied in S1/S2 was suitably broad and balanced. All pupils continued their studies of French language which they had started in primary school. Fluent Gaelic speakers were able to build on their primary school learning in that language. Gaelic medium teaching was available in home economics and geography in S1 and S2. Almost all pupils at S3/S4 studied a broad and balanced diet of eight subjects at Standard Grade or equivalent level. They had a wide choice and could take two subjects in areas such as science, languages or technology. The school had taken some steps to develop appropriate alternative provision for pupils for whom vocational courses or other options were more suitable than Standard Grades. Pupils moving into S5/S6 were able to develop their studies in a wide range of courses at Advanced Higher, Higher and Intermediate 2 levels. The uptake of courses at Intermediate 1 level was limited. From S1 to S4 all pupils benefited from an appropriate core allocation of time for personal and social education (PSE), physical education and religious education. There was an insufficient allocation of such time at S5/S6. As a result of staffing difficulties, modern studies did not feature in the S1-S4 curriculum, and computing was no longer offered at S3.

At all stages, teachers gave clear explanations to classes, groups and individual pupils. In the best practice they made very good use of questioning and dialogue to make pupils think for themselves. Homework was, on the whole, used well. The quality of pupils' learning was good. They were attentive to teachers' effective explanations and were often involved in motivating practical tasks or discussions. Teaching and learning were often enhanced by use of information and communications technology (ICT). In some lessons there was insufficient challenge or the pace of learning was too slow. Teachers worked hard and with success to match learning tasks to pupils' needs. Pupils who experienced difficulties were helped in their work by learning support specialists. Some teachers did not always provide detailed written comments on how pupils could improve their work. The school librarian

provided very effective support for pupils' learning and for their use of ICT. Overall, pupils' learning needs were well met.

Achievement

The following comments are based on Scottish Qualifications Authority (SQA) data, using the Scottish Credit and Qualifications Framework (SCQF)² for the three year period (2003-2005) and also draw on the overall evaluations of the quality of learning, teaching and meeting pupils' needs.

The overall quality of attainment at S1/S2 was good. By the end of S2, the majority of pupils achieved appropriate national levels of attainment in reading, writing and mathematics. Proportions of pupils attaining and exceeding appropriate national levels had improved steadily in mathematics over the last three years. Standards in reading had fluctuated, and standards in writing had declined. Standards of attainment in other areas of the curriculum were not monitored sufficiently closely by the school.

The overall quality of attainment at S3/S4 was good. By the end of S4, the proportions of pupils who attained five or more awards at levels 3, 4 or 5 were above the national average. In most categories the school performed better than schools with similar characteristics, although attainment at levels 4 and 5 had declined over the period from 2002 to 2005.

The overall quality of attainment at S5/S6 was very good. The proportions of pupils achieving one or more, three or more, or five or more awards at SCQF level 6 by the end of S5 were well above national averages. At this stage, the school consistently performed much better than schools with similar characteristics. The proportions of pupils achieving one or more, three or more, or five or more awards at level 6 by the end of S6 were well above national averages but had declined slightly. The proportion of pupils who attained at least one award at level 7 was consistently above the national average and well above the average of similar schools.

Information on the subjects inspected is given later in the report. Significant features of attainment in the subjects not inspected were as follows.

- At S4, at Standard Grade, pupils performed better in physics, craft and design, graphic communication and geography than in their other subjects. Pupils performed less well compared to their other subjects in computing studies, French and German.
- The proportions of pupils who attained Credit awards were above the national average in chemistry, craft and design, graphic communication and history, well above in geography and well below in French. The proportion of No Awards was well above the national average in French.

² Scottish Credit and Qualifications Framework (SCQF) levels:

7: Advanced Higher at A-C/CSYS at A-C

6: Higher at A-C

5: Intermediate 2 at A-C; Standard Grade at 1-2

4: Intermediate 1 at A-C; Standard Grade at 3-4

3: Access 3 cluster; Standard Grade at 5-6

- At S5/S6, pupils at Higher in chemistry, physics, geography and religious, moral and philosophical studies performed better than in their other subjects. Pupils performed less well compared to their other subjects in history at Higher. At Intermediate 2, pupils performed better in woodworking skills than in their other subjects.
- The proportions of pupils presented at Higher who achieved A-C grades were above national averages in chemistry and geography, well above national averages in art and design, physics and music, and well below national averages in French, history and computing.
- At Intermediate 2, the proportion of pupils who attained A-C grades was well above the national average in graphic communication and woodworking skills.
- At Advanced Higher, pupils' did less well in physics than in their other subjects, and the proportion of pupils who attained A-C grades in physics was well below the national average.

The school's promotion of pupils' broader achievement was a major strength. Staff showed an impressive level of commitment to supporting pupils to achieve widely, particularly in sport and music. A very large number of pupils took advantage of the opportunities offered. Almost all senior pupils took advantage of the opportunities available to exercise responsibility. Over a quarter of the school's pupils were involved in the school orchestra. The school's traditional music group "Gizzen Briggs" was very successful and had performed at the official opening ceremony of the Scottish Parliament. Pupils achieved much success in sporting, debating, and drama competitions and in a wide variety of other extra-curricular events. Many pupils enthusiastically supported a wide range of fund-raising efforts for charity. A large number of pupils contributed to the school through membership of the Pupil Council, acting as prefects, mentoring younger pupils, serving on the School Board and the Tain Royal Academy Community Centre (TRACC) Management Committee. These activities enabled pupils to achieve in a broad range of contexts and develop wider skills such as working with others, creativity and active citizenship.

English

Learning and teaching

Teachers used questioning effectively to develop pupils' understanding, and responded positively to pupils' answers and ideas. They did not always make effective use of the teaching time available to them, particularly at the start of lessons. In best practice, pupils were set and worked purposefully towards individual learning targets. The pace of learning was too slow in some classes. Teachers successfully used a variety of resources including ICT to motivate pupils. Model answers were used effectively to share good practice with pupils in S5 and S6. Most pupils worked conscientiously. The needs of lower-attaining pupils were well met through the use of a range of strategies.

Achievement

By the end of S2, just over half of the pupils were achieving appropriate national levels of attainment in writing. Two thirds were achieving these levels in reading. The number of pupils exceeding these levels in reading had increased in 2005. By the end of S4 the

proportion of pupils achieving Standard Grade awards at General or Credit level had declined and was below the national average in 2004 but had improved in 2005 to equal the national average. At S5/S6 the proportion of pupils achieving A-C grades at Intermediate 1 was below the national average. At Intermediate 2, pupils were attaining less than might have been expected based on their Standard Grade results in S4. At Higher the proportion achieving A-C grades had improved to just above the national average. At Advanced Higher, pupil achievement was notably strong.

Other features of pupils' achievement included the following.

- Collaborative and independent work in media studies, including production of materials for whole school and community projects.
- Pupils' participation in personal reading in S2.
- S6 pupils' contributions to the school newsletter and the S6 newspaper.

Mathematics

Learning and teaching

Teachers gave clear explanations to individuals, groups and classes. They used homework well. They usually conducted lessons at a brisk pace, using direct teaching and effective questioning skilfully to encourage pupils to think for themselves. In some classes, particularly with lower-attaining pupils, there was insufficient use of such approaches. Learning in some classes was enhanced by use of graphing calculators. The department planned to extend its use of other forms of ICT such as interactive whiteboards when these facilities were installed. Pupils were well motivated and attentive. The tasks they were given were well matched to their prior attainment, and overall, their learning needs were met effectively.

Achievement

Attainment in S1/S2 had steadily improved over the last three years. By the end of S2 a majority of pupils achieved appropriate national levels of attainment for their stage. For a significant number of pupils, achievement was well beyond these levels. The proportions of pupils achieving Standard Grade awards at Credit level in S4 and A-C grades at Higher in S5/S6 were usually above the national average. These figures were lower in 2004 than in previous years but had improved in 2005, as had the corresponding figures for Intermediate 2. A majority of the pupils presented in S6 at Advanced Higher gained A-C grades.

Other features of pupils' achievement included the following.

- S5/S6 pupils following courses at Higher were proficient in using graphing calculators.
- S2 pupils carried out a challenging investigation into two-dimensional shapes enthusiastically and performed the necessary practical tasks well.

Gaelic

Learning and teaching

In the lessons observed, the sole teacher gave clear explanations and instructions and made exemplary use of Gaelic as a teaching medium. She used questioning very well to stimulate pupils' learning. In classes, real-life contexts from Gaelic culture and history and cross-curricular aspects challenged pupils and enhanced their learning. Most pupils were well motivated and many responded enthusiastically to questions and in discussions. The teacher provided very good individual support to pupils during the course of lessons. Tasks and activities were well chosen to match pupils' needs and ensured good progress in their acquisition of Gaelic language skills. Pupils received very good guidance on how to improve their work.

Achievement

At S1, pupils studying Gàidhlig were making good progress developing their skills in listening, talking, reading and writing. They were building on what they had learned in primary school. At S1 to S4 Gàidhlig pupils had written good quality extended prose pieces. At S3 Gaelic learners had good, accurate pronunciation and showed a developing understanding of the teacher's instructions in Gaelic. In the last three years the few pupils presented at Standard Grade had all attained Credit or General awards. At Higher all achieved A-C grades.

Other features of pupils' achievement included the following.

- Involvement at S1/S2 in an innovative project which involved learning and teaching Gaelic-medium geography online.
- Successful participation in national Gaelic literary and debating competitions and in Mòdan and Fèisean.

Physical education

Learning and teaching

Teachers organised lessons very well, providing varied and interesting contexts for learning which caught pupils' interest. High quality features included some highly effective direct teaching. The pace of learning was very good. High levels of practical activity placed appropriate challenges on pupils, to which they responded well. Pupils worked well collaboratively and interacted positively. In classes following certificated courses ICT was used effectively to enrich pupils' learning. Pupils' needs were well met through opportunities for choice of course and activity. Teachers provided useful feedback to pupils on how they could improve their performance.

Achievement

Almost all pupils were performing very well in their coursework. At S3/S4 the proportion of pupils achieving Credit awards at Standard Grade was well above the national average. At S5/S6 the proportion of pupils achieving A-C grades at Higher was well above the national average. Pupils performed consistently better at Higher in physical education than would have been expected from their Standard Grade performance. At both Standard Grade and Higher pupils performed better in physical education than in their other subjects, and entries at both stages were above the national average.

Other features of pupils' achievement included the following.

- Sports prefects from S6 who effectively supported S1/S2 pupils to improve their learning.
- S5/S6 pupils who successfully achieved the Junior Sports Leaders Award.
- The leadership provided by senior girls who led an activity programme for pupils from St Duthus special school.

5. How well are pupils supported?

The school had very good arrangements for the care, welfare and protection of pupils. The recently-appointed team of three pastoral principal teachers had developed good teamwork and they were highly supportive of each other. Pupils felt that their pastoral teachers were very approachable and that they handled their concerns appropriately and sensitively. The excellent buddy system in S1 augmented very good transfer arrangements for pupils from P7 to S1 and was appreciated by parents and S1 pupils.

Opportunities for pupils to develop their personal and social skills and their skills for citizenship in the wider context of the school were very good. The very wide range of extra-curricular and enterprise activities provided very effective opportunities for pupils to develop leadership and be active citizens. The pastoral team gathered information on pupils' achievements and interests on a regular basis but did not monitor or track their academic progress sufficiently systematically. The programme for PSE was adequate overall, but the learning materials used were frequently of poor quality. Insufficient attention was paid to ensuring that S5/S6 pupils received a structured programme to support their transition beyond school to work or further and higher education.

Arrangements for curricular and vocational guidance were very good. Detailed information about courses was provided at each transition stage, and pupils were confident in the use of ICT to support their decision making. Pastoral staff met with all pupils individually to discuss course choices as they moved from stage to stage. All S4 pupils undertook work experience and a link had been established with North Highland College to provide vocational courses for some pupils. The Careers Scotland adviser provided very good support for pupils at the transition stages and along with the school's library assistant had set up a high quality careers section in the school library.

The team of support for learning teachers and auxiliaries was very well deployed to meet the needs of pupils with learning or behavioural difficulties. Arrangements for meeting the

needs of individual pupils were very good. Support for learning teachers provided very helpful pupil profiles which were shared with parents and staff. They gave clear advice to class teachers on how to support individual pupils as well as working alongside them in classes. The small number of pupils receiving tutorial support worked productively on school-based courses or National Qualifications programmes at Access level. Pupils in receipt of special examination arrangements attained well in external examinations. Pupil support staff employed an excellent range of programmes and strategies to provide very effective support for pupils exhibiting challenging behaviour. A small number of pupils had individualised educational programmes (IEPs) which had appropriate long- and short-term targets. These targets had not been shared sufficiently widely with staff or parents.

A depute headteacher very effectively drew together a range of partner agencies to ensure that the needs of pupils were met. He was highly regarded by school staff and partner agencies. Well-focused weekly pupil support meetings directed staff and pupils to the various in-house support strategies available. As required, further support was available from the monthly meetings of the School Liaison Group (SLG) which consisted of a number of partner agencies. Effective arrangements were in place to review action plans drawn up at these meetings and to evaluate their impact on pupils' lives.

6. How good is the environment for learning?

Aspect	Comment
Quality of accommodation and facilities	The interior of the school was very well maintained and the décor was bright and attractive. Facilities for physical education included a well-used swimming pool and an exterior high-quality synthetic pitch. The attractive library was well stocked and extensively used by pupils. There was a very good level of ICT resources, including an easily accessed intranet. However, the building had a significant number of weaknesses which adversely affected the quality of pupils' experiences. The pupils' toilets were in poor condition and lacked soap or hot water. There were no facilities for pupils or adults with disabilities to gain access beyond the foyer. Security arrangements required review. Pupils' social areas were very limited in area. A number of additional health and safety matters were brought to the attention of the school and the education authority. Overall, the quality of the accommodation was adequate.

Aspect	Comment
Climate and relationships, expectations and promoting achievement and equality	<p>The school had a very welcoming and friendly atmosphere. Pupils were very well behaved, and relationships between pupils and staff were very positive. Pupils and staff demonstrated pride in the school. Pupils responded very well to staff's high expectations of attitudes towards schoolwork. A few staff did not have high enough expectations for pupils' attainment. Almost all staff used praise well to motivate and encourage pupils. Pupils' wider achievements were effectively recognised and celebrated at regular intervals in assemblies, the school newsletter and on achievement boards and displays. Pupils at all stages had represented the school in competitions and musical performances. There was a strong sense of equality and fairness. The school welcomed pupils with additional support needs and encouraged the learning of a range of European languages. However, further work was needed to promote pupils' understanding of the school's policy on equal opportunity issues such as racial equality. The lack of access for those with disabilities to parts of the building prevented their full participation in the life and work of the school. There was regular religious observance.</p>
Partnership with parents and the community	<p>Parents were kept very well informed through an excellently presented monthly newsletter. Reports to parents on their children's progress were informative but did not yet comment on PSE. The school communicated well with parents when an individual pupil's progress or behaviour caused concern. Parents had been consulted about issues such as the school's dress code. There were very effective links to a range of external agencies through the SLG. The work experience programme had developed productive contacts with a wide range of local businesses. The school worked closely with TRACC, the community council and cooperated closely with the School Board and the PTA. Well-established arrangements with associated primary schools enabled pupils to transfer smoothly from P7 to S1. The school met with its associated primary schools three times per year to continue to develop curricular links. A recent focus had been on modern languages.</p>

7. Improving the school

In almost all subjects pupils in Tain Royal Academy attained very well in SQA examinations. In music, drama, poetry and sports competitions pupils were very successful in a broad range of achievements. However, in a few departments, the quality of pupils' attainment was weak. Learning and teaching was frequently very good. Many teachers had made an effective start to integrating ICT in their lessons. Pupils with additional support needs were very well supported. Pastoral care and curricular and vocational guidance had major strengths. However, the PSE programme had a number of weaknesses and the

school's procedures for target-setting, tracking and monitoring pupils' progress were insufficiently developed.

In his 18 months in post the headteacher had provided good leadership and had established very good relationships with pupils, parents and staff. He had introduced a number of improvements in self-evaluation and had placed a strong emphasis on continuously improving learning and teaching. His knowledge of the pupils was extensive and he could clearly identify strengths and weaknesses in provision. He had a clear vision for the development of the school but had not yet fully communicated his vision effectively to pupils, parents and staff. He had been successful in further strengthening links to TRACC and in enhancing the role of the school at the heart of the wider community. The senior management team comprised a further three deputy headteachers, one of whom was in an acting capacity. They were individually very effective in their specific areas of responsibility and had the potential to become a very effective team. Most principal teachers led their departments very well and a number of departments were effectively led by unpromoted teachers. The school was in the process of restructuring its promoted post structure at principal teacher level, but progress had been slow. Many staff provided very good leadership to extra-curricular activities, in traditional music for example. A number of working groups were in place, some of which were led by non-promoted staff.

All staff were involved in school self-evaluation. The range of approaches included class observation and oral feedback by promoted staff, systematic analysis of examination results and of progress with improvement initiatives. All departments prepared evaluative audits of their work based on national indicators. Action arising from the outcomes of self-evaluation had included twilight sessions for continuous professional development, and in-service and joint training with associated primary schools. There was a need to consult pupils further on the quality of learning and teaching. Overall, the school was well-placed to continue to improve.

Main points for action

The education authority and the school should continue to provide high quality and improving education. In doing so, they should take account of the need to:

- develop and implement an appropriate system for setting individualised targets to support pupils' progress and attainment across the school;
- continue to develop approaches to monitoring and evaluating the work of the school to ensure that they become effective tools for improving learning, teaching and attainment;
- ensure that the very good practice is spread throughout the school; and
- attend to health and safety aspects identified in the inspection, including access.

What happens next?

The school and the education authority have been asked to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents and carers. In the meantime, HM Inspectors will continue to engage with the education authority in respect of aspects of health and safety. Within two years of the publication of this report parents and carers will be informed about the progress made by the school.

Duncan MacQuarrie
HM Inspector

20 December 2005

Appendix 1 Indicators of quality

The sections in the table below follow the order of this report. You can find the main comments made about each of the quality indicators in those sections. However, aspects of some quality indicators are relevant to other sections of the report and may also be mentioned in those other sections.

How good are learning, teaching and achievement?	
Structure of the curriculum	Good
The teaching process	Good
Pupils' learning experiences	Good
Meeting pupils' needs	Good
Overall quality of attainment: S1/S2	Good
Overall quality of attainment: S3/S4	Good
Overall quality of attainment: S5/S6	Very good

How well are pupils supported?	
Pastoral care	Very good
Personal and social development	Good
Curricular and vocational guidance	Very good
Learning support	Very good

How good is the environment for learning?	
Accommodation and facilities	Adequate
Climate and relationships	Very good
Expectations and promoting achievement	Very good
Equality and fairness	Good
Partnership with parents, the School Board and the community	Very good

Improving the school	
Leadership	Good
Effectiveness and deployment of staff with additional responsibilities	Good
Self-evaluation	Good

This report uses the following word scale to make clear the judgements made by inspectors:

excellent	excellent
very good	major strengths
good	important strengths with areas for improvement
adequate	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

Appendix 2 Summary of questionnaire responses

What parents thought the school did well	What parents think the school could do better
<p>Almost all felt that:</p> <ul style="list-style-type: none"> • the school had a good reputation in the community; • teachers were good at letting them know about their child's strengths and weaknesses; • staff made them feel welcome in the school; • the school was responsive if they raised a matter of concern; and • that the school was well led. 	<p>A significant minority wanted:</p> <ul style="list-style-type: none"> • more information on the school's priorities for improvement; • more consultation on decisions which affect their child; • school buildings to be kept in better order; and • better information on how they could support their children with homework.
What pupils thought the school did well	What pupils think the school could do better
<p>Almost all said that:</p> <ul style="list-style-type: none"> • they felt safe and secure; • they got on well with other pupils; • they enjoyed being at school; • teachers helped them when they had difficulties; and • teachers set high standards for pupil attainment. 	<p>A minority wanted:</p> <ul style="list-style-type: none"> • the behaviour of some pupils to improve; and • to have more of a say in improving the school.
What staff thought the school did well	What staff think the school could do better
<p>Almost all said that:</p> <ul style="list-style-type: none"> • they liked working in the school; • that pupil success was regularly celebrated; • they had good opportunities to be involved in decision making; and • there was effective communication amongst staff. 	<p>A minority wanted:</p> <ul style="list-style-type: none"> • better communication between senior management and staff; • senior managers to operate more as a team; and • indiscipline to be more effectively dealt with.

Appendix 3 Attainment in Scottish Qualifications Authority (SQA) National Qualifications

Scottish Credit and Qualifications Framework (SCQF) levels:

7: Advanced Higher at A-C/CSYS at A-C

6: Higher at A-C

5: Intermediate 2 at A-C; Standard Grade at 1-2

4: Intermediate 1 at A-C; Standard Grade at 3-4

3: Access 3 Cluster; Standard Grade at 5-6

Percentage of relevant S4 roll achieving by end of S4

		2003	2004	2005 ³
English and Mathematics @ Level 3	Tain Royal Academy	90	95	94
	Comparator Schools ⁴	92	91	93
	National	91	91	90
5+ @ Level 3 or Better	Tain Royal Academy	93	95	93
	Comparator Schools	91	90	91
	National	91	91	90
5+ @ Level 4 or Better	Tain Royal Academy	81	82	76
	Comparator Schools	76	75	74
	National	76	77	76
5+ @ Level 5 or Better	Tain Royal Academy	37	35	33
	Comparator Schools	29	30	26
	National	34	35	34

Percentage of relevant S4 roll achieving by end of S5

		2003	2004	2005 ³
5+ @ Level 4 or better	Tain Royal Academy	91	86	85
	Comparator schools ⁴	77	77	76
	National	78	78	78
5+ @ Level 5 or better	Tain Royal Academy	58	50	52
	Comparator schools	39	39	42
	National	45	45	45
1+ @ Level 6 or better	Tain Royal Academy	43	47	43
	Comparator schools	34	35	33
	National	39	39	38
3+ @ Level 6 or better	Tain Royal Academy	24	26	22
	Comparator schools	17	18	18
	National	23	23	22
5+ @ Level 6 or better	Tain Royal Academy	17	13	9
	Comparator schools	7	6	7
	National	10	9	9

Percentage of relevant S4 roll achieving by end of S6

		2003	2004	2005 ³
5+ @ Level 5 or better	Tain Royal Academy	60	62	54
	Comparator schools⁴	46	43	41
	National	47	47	47
1+ @ Level 6 or better	Tain Royal Academy	53	53	51
	Comparator schools	40	38	38
	National	44	44	43
3+ @ Level 6 or better	Tain Royal Academy	35	35	31
	Comparator schools	27	24	25
	National	31	31	30
5+ @ Level 6 or better	Tain Royal Academy	25	25	24
	Comparator schools	16	15	14
	National	20	20	19
1+ @ Level 7 or better	Tain Royal Academy	15	15	14
	Comparator schools	10	9	8
	National	12	12	12

³ Pre Appeal

⁴ Comparator schools are the ten schools immediately above and the ten schools immediately below the school being inspected in terms of the percentage of pupils entitled to free meals (FME).

How can you contact us?

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