



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025-2026

TAIN ROYAL ACADEMY



In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

School Profile

Pròifil na Sgoile

It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different sources.

Tain Royal Academy is located in a rural town serving the local community of Tain in the Easter Ross community. We have five associated primary schools.

There are currently 480 children and young people on the school roll. The headteacher is supported by two depute headteachers, eight curriculum faculty heads, three principal teachers of pupil support and one Principal Teacher Support for Learning.

More than 43% of pupils use school transport. Of our current pupils, 49% have recognised additional support needs and 17% are registered for free school meals.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is satisfactory. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. A majority of young people who face barriers to learning are making good progress towards meeting their individual targets.

We have had 14 exclusions this year.

Data relating to our context:

Pupil Numbers	Attendance	Teacher Numbers
469	87.48%	40

S1	S2	S3	S4	S5	S6
96	92	89	88	59	45

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
10.66%	23.45%	59.7%	6.18%	XX%	XX%

ASN	FSM	EAL
49.89%	17.2%	4.4%

Glossary:

FTE – Full Time Equivalent

SIMD – Scottish Index of Multiple Deprivation

SIMD1 % pupils living in most deprived areas

SIMD5 – % pupils living in least deprive areas

ASN – Additional Support Needs

EAL – percentage of learners whom English is an Additional Language

1

Attainment

Literacy and Numeracy in S1-S3 – Broad General Education -

2024/2025 Proportion of pupils achieving Curriculum for Excellence Levels by the end of S3

Level 3

Reading	Writing	Listening and talking	Numeracy
Most	Most	Most	Most

Level 4

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Majority

Gaelic Medium 2024/2025 Proportion of pupils achieving expected Curriculum for Excellence Levels by the end of S3

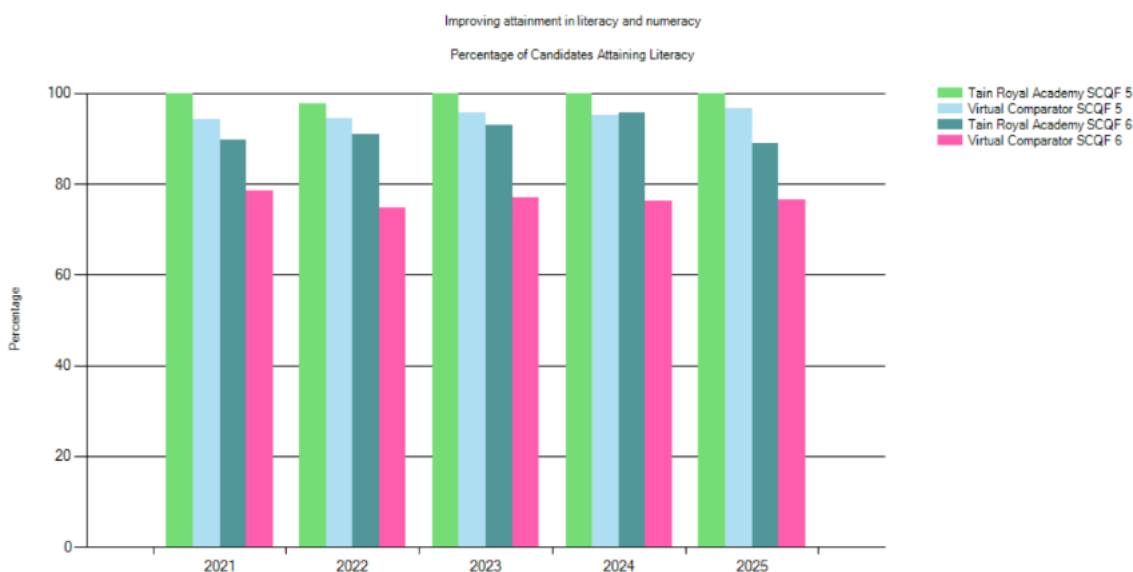
Level 3

Gaelic reading	Gaelic writing	Gaelic listening and talking
Most	Most	Most
Level 4		

Gaelic reading	Gaelic writing	Gaelic listening and talking
Most	Most	Most

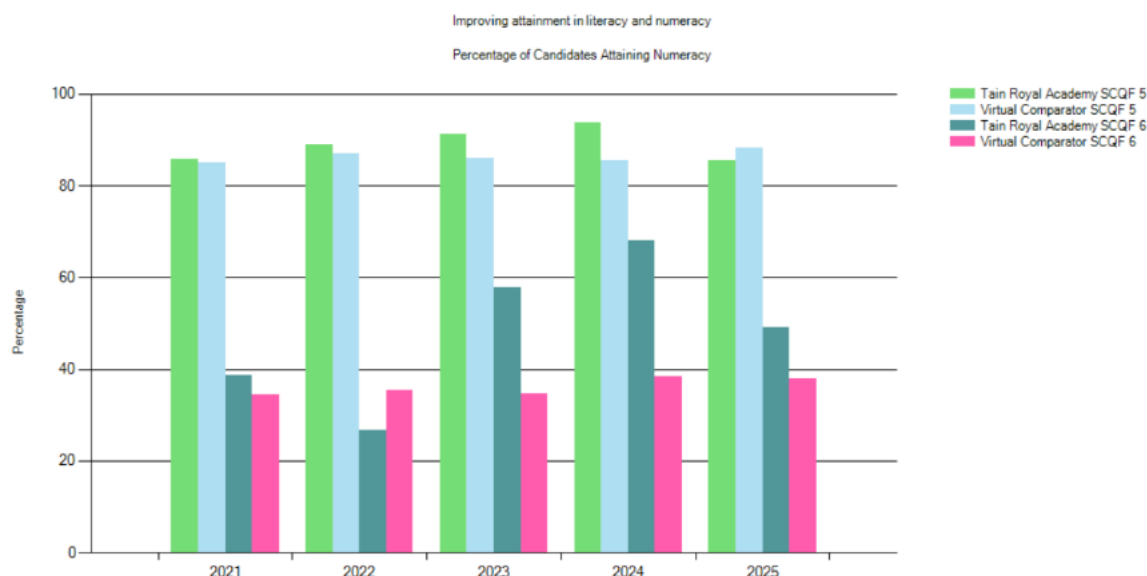
Senior Phase

- Attainment at SCQF Level 6 Literacy in S6



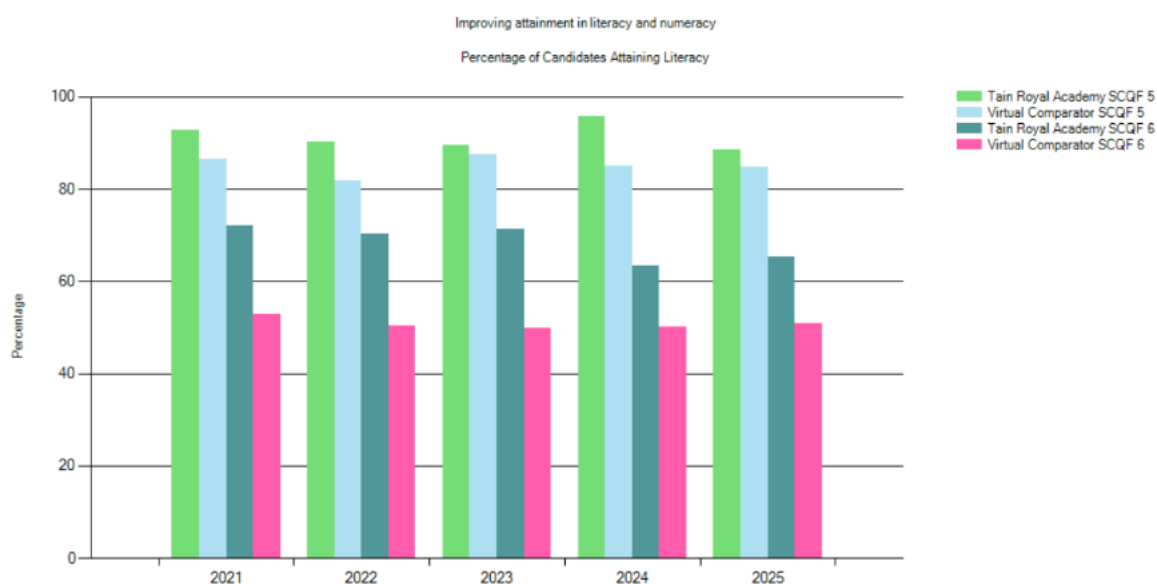
Attainment in Literacy at SCQF Level 6 for S6 learners has maintained a positive level over the past five years. The data shows performance is above the Virtual Comparator, reflecting the high-quality teaching and learning and targeted interventions demonstrated by our English department. Continued focus on sustaining this positive trend will be essential in addition to exploring how literacy can be planned, delivered and evidenced across curricular areas to ensure equity and excellence.

- Attainment at SCQF Level 6 Numeracy in S6



Attainment in Numeracy at SCQF Level 6 for S6 learners has remained broadly stable over the past five years, with this data showing performance above the Virtual Comparator despite a drop from last year. This consistency reflects the evidence that young people at Tain attain relatively well by the end of S6. Continued focus on sustaining this positive trend will be essential in addition to exploring how numeracy can be planned, delivered and evidenced across curricular areas to ensure equity and excellence.

Attainment at SCQF Level 6 Literacy in S5



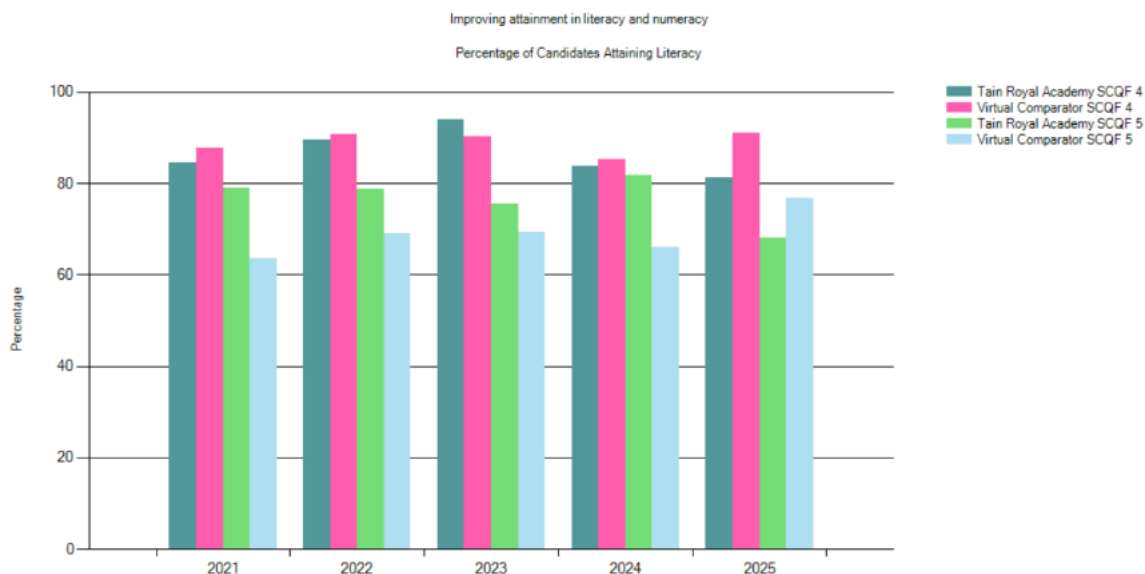
Attainment in Literacy at SCQF Level 6 for S5 learners has been consistent over the past five years, exceeding the Virtual Comparator every year. This reflects effective progression planning and targeted support for learners moving into the senior phase. Continued emphasis on embedding literacy across all curricular areas will help sustain this positive position and ensure equity of access for all learners.

- Attainment at SCQF Level 6 Numeracy in S5



Attainment in Numeracy at SCQF Level 6 for S5 learners has remained relatively stable over the five-year period, with performance slightly exceeding the Virtual Comparator this year. This consistency highlights the focus of structured numeracy interventions and a shared awareness of numeracy tracking across the senior phase. Further development of numeracy across subjects will be key to maintaining and improving outcomes for all learners.

- **Attainment at SCQF Level 5 Literacy in S4**



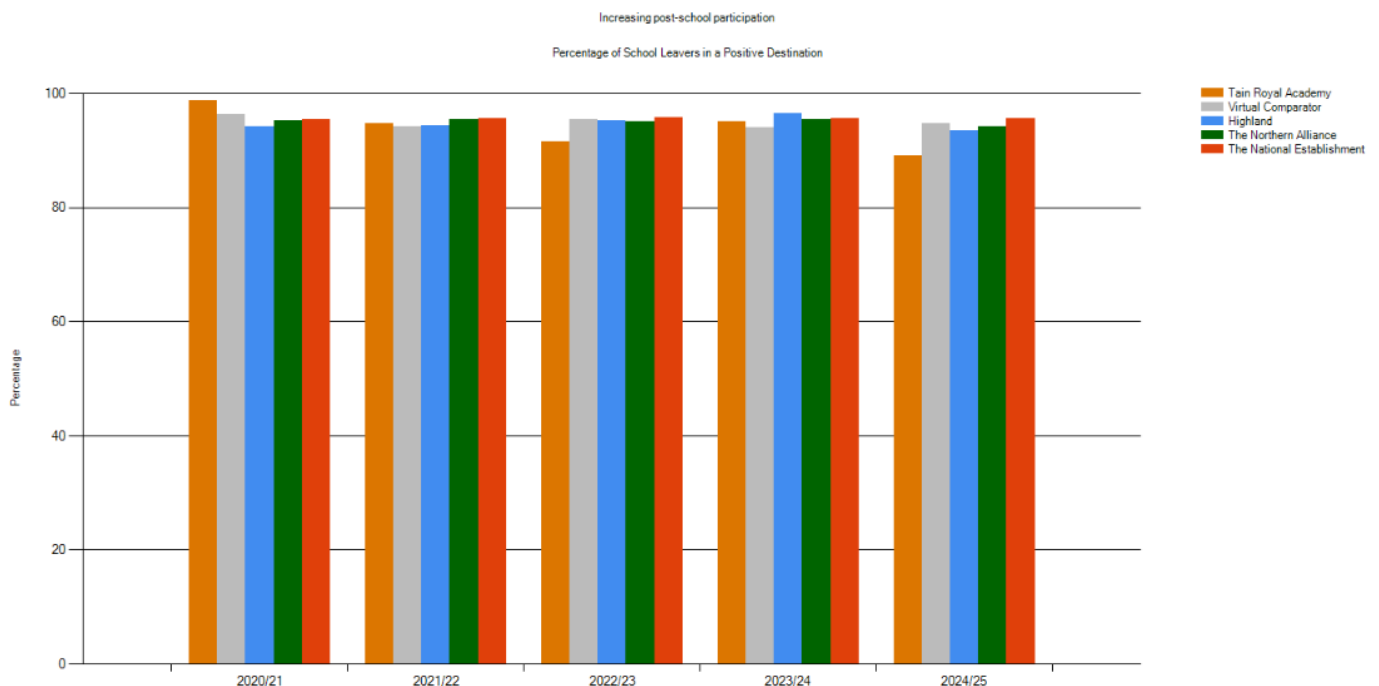
Attainment in Literacy at SCQF Level 5 for S4 learners shows a relatively consistent trend over time, with recent data indicating performance slightly below Virtual Comparator. Department SQA performance reflects strong, consistent classroom practice and early intervention strategies. Continued focus on supporting learners to achieve literacy level 5 in S4 is an acute focus for the department this year, aligning with their strong levels of SQA national 5 attainment.

- **Attainment at SCQF Level 5 Numeracy in S4**



Attainment in Numeracy at SCQF Level 5 for S4 learners is below the Virtual Comparator for the past two years which reflects the instability in the department's staffing struggles during this time. Focus was placed on the S5/6 cohorts but now with a settled department the expectation is to see this improve this year. To do this, effective tracking of numeracy levels across S3 and S4 is a key priority for the Maths department so they can provide early intervention for young people not progressing as expected.

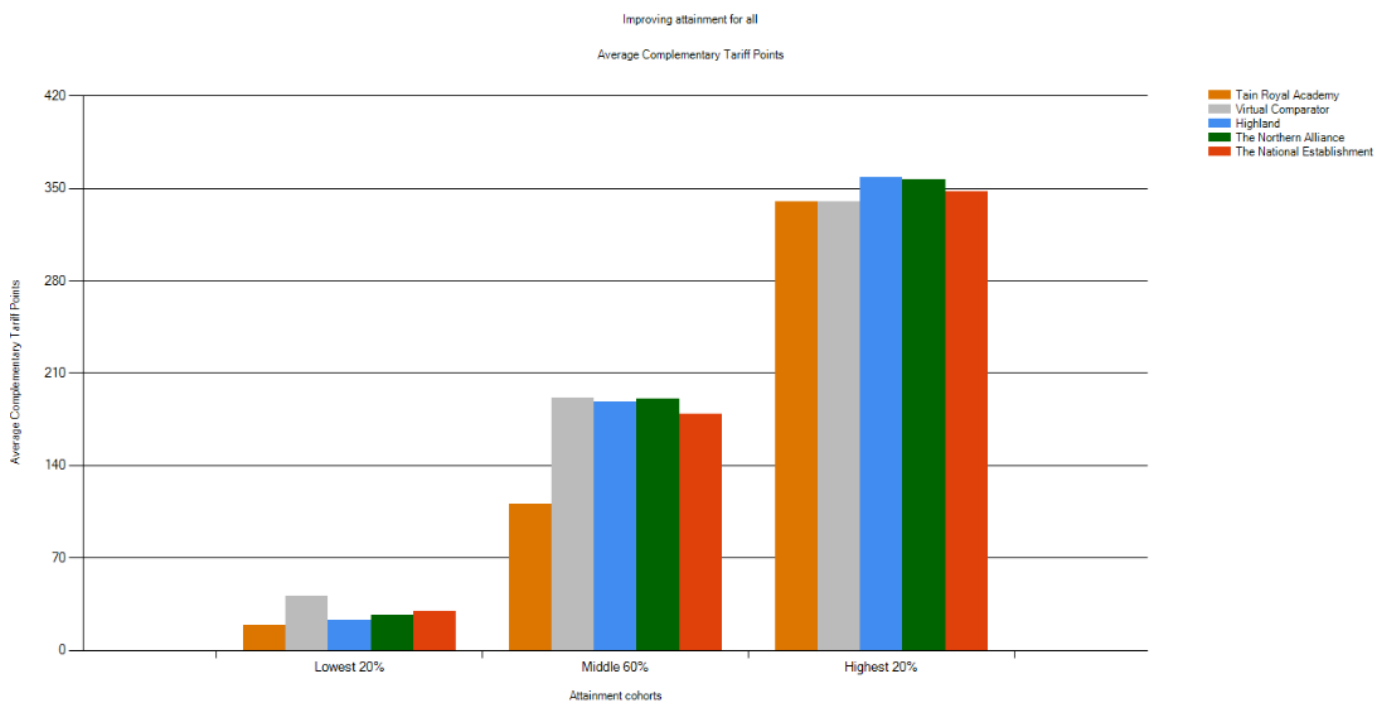
Senior Phase Leavers



Positive destination data is below VC and indeed below Highland, reflecting the school's period of instability in relation to leadership and staffing over the past few years. A review of our systems and processes, along with an acute focus on whole school and curricular partnerships, will feature heavily moving forward to improve this data.

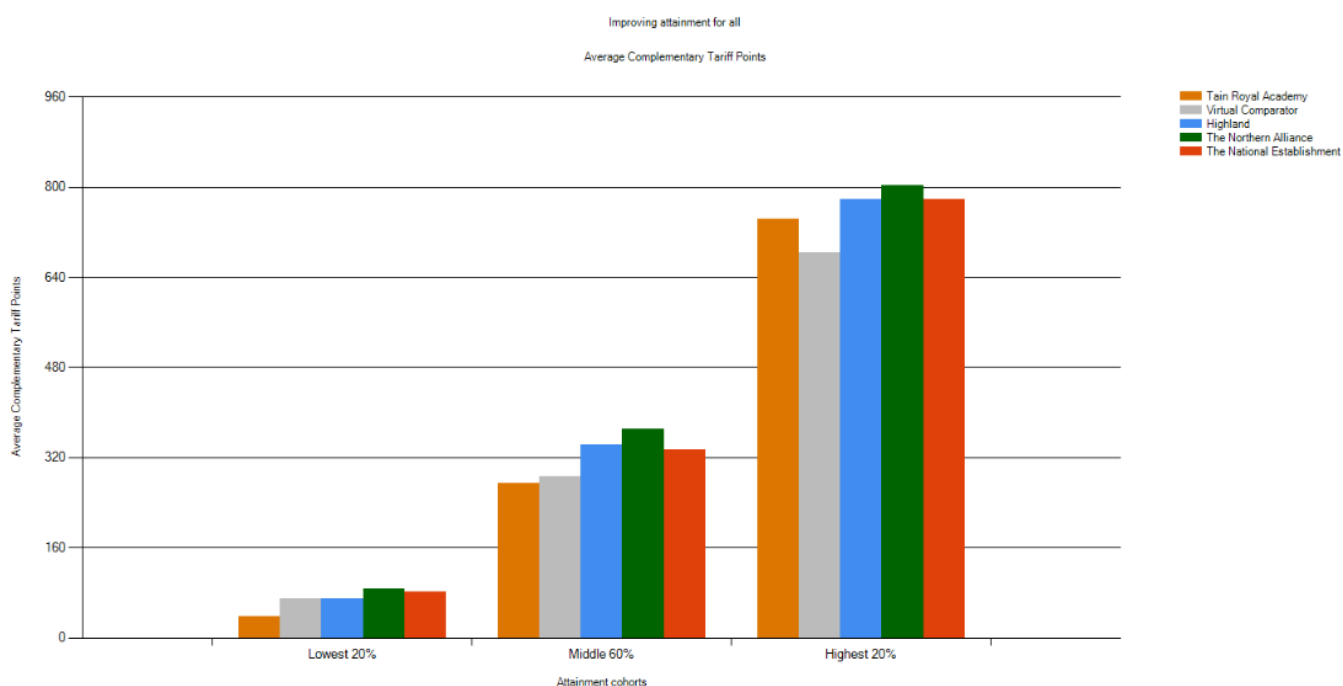
Cohorts – Attainment for All

S4 Attainment



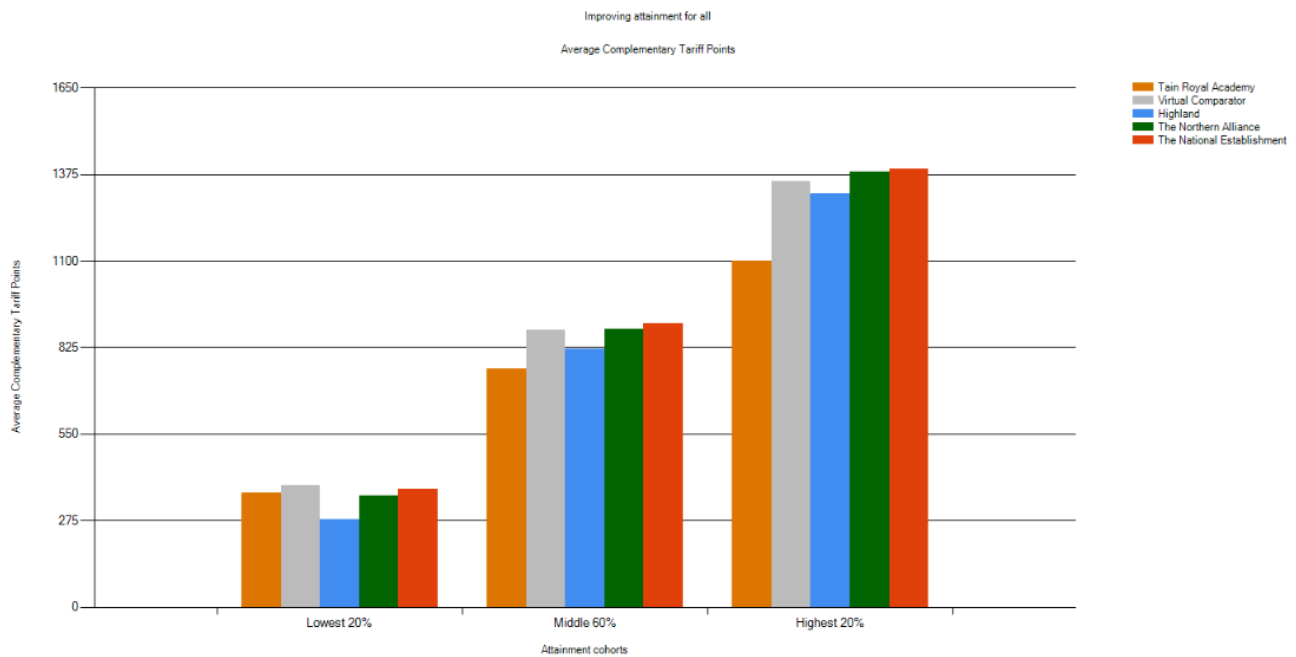
Attainment for our lowest 20% and middle 20% is significantly below VC. A refresh of the curriculum has taken place and, along with rigorous systems and processes, will provide opportunities for young people to attain their best by the end of S4.

S5 Attainment



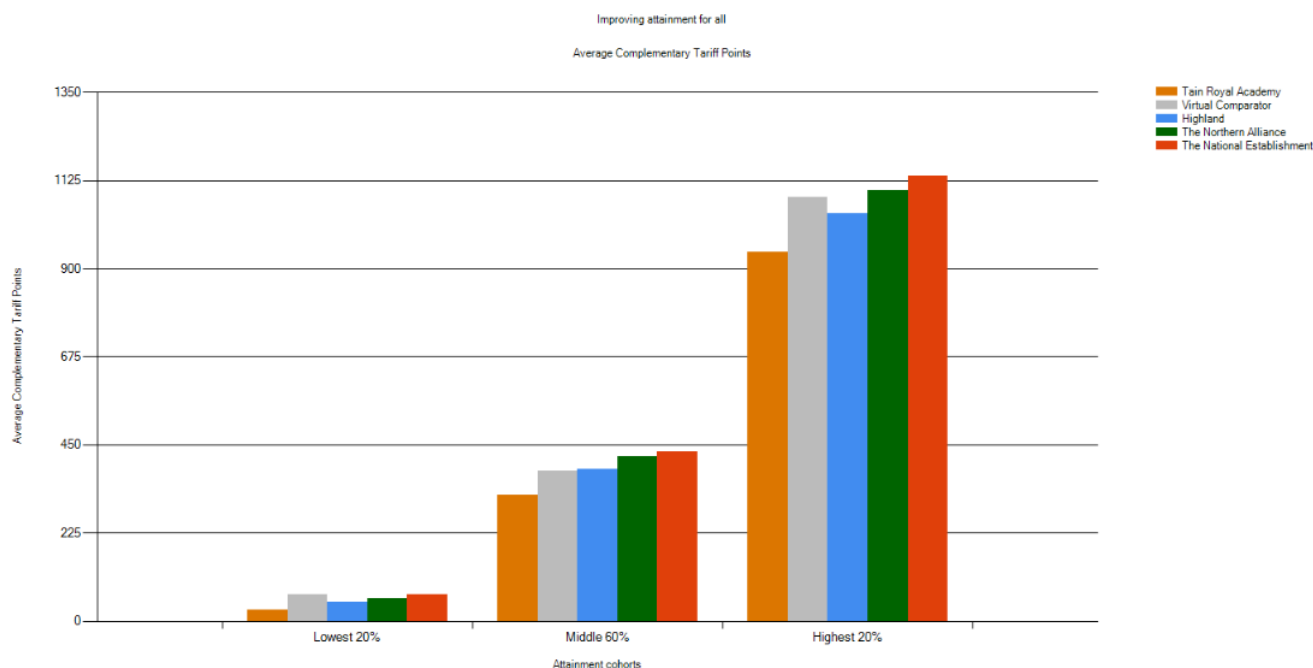
Attainment for our lowest 20% and middle 60% is slightly below VC which is a reflection and a consequence of young people not attaining as expected by the end of S4. Moreover, less than half of this year group sat crash subjects; not providing a continuous pathway from S4 into S5 negatively impacts attainment due to missing the foundations of level 5 learning in S4.

S6 Attainment



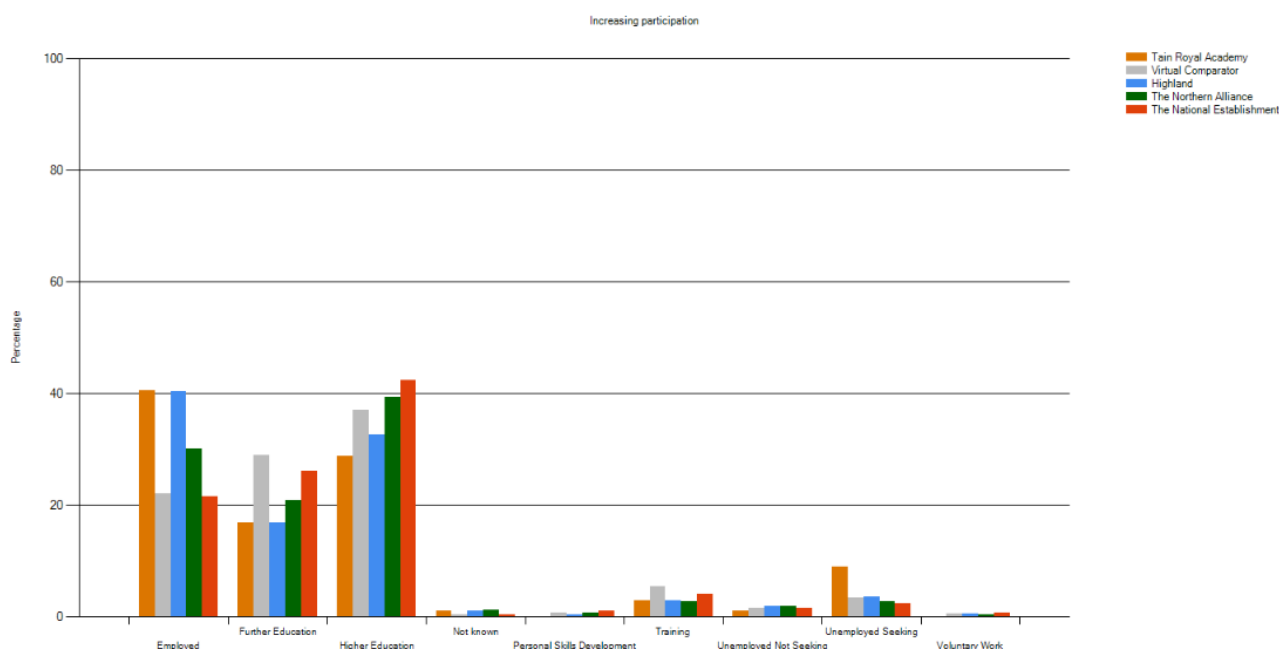
Below VC in every measure. Moving forward there is a revised presentation policy regarding aspiration in addition to a minimum number of subjects required to be taken and completed in their final year of school learning.

Learners with ASN (S4, 5 and 6)



Attainment for our learners in S4, 5 and 6 with Additional Support Needs is below VC and indeed Highland. Through appropriate course offering, collaborative pathway planning and robust tracking of progress and wellbeing, we intend to ensure all young people with ASN leave with the best attainment possible.

Destinations of School Leavers



Key messages from the data suggests we have a significant percentage of young people who transition to employment successfully. On the contrary, Further Education, Higher Education and Unemployed Seeking are below VC and Highland. Our curriculum restructure, robust tracking and monitoring and subsequent support team/ELT interventions will improve these measures next year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Trust, Respect & Ambition

The school values are regularly referenced at assemblies and in learning conversations with all young people, and they have also helped shape the progress made in our improvement priorities. Importantly, young people have contributed significantly to the development of our values through focus groups, surveys and our pupil council; pupil voice is important and will feature heavily as we look to embed them into all aspects of TRA next session.

Next year, our school values will underpin our Promoting Positive Relationships Policy along with being the foundations for our classroom climate that sits within our new Learning and Teaching framework.

Review of progress of improvement plan projects for session 2025/26

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the priorities for Scottish Education based on the National Improvement Framework aimed to deliver excellence and equity. Parent/Carer information is available [here](#).

School Priority 1: Raising Attainment and Achievement	
School Improvement Plan Priority 1	
Summary of progress	Next steps
1. Agreed TRA Learning and Teaching Lesson Standard Throughout scheduled collegiate time across the year, a staff group divided themselves into three: Looking outwards, Looking inwards and Looking Forwards (Big Ideas). Pupil voice, staff voice, observations, research and the curriculum improvement cycle all influenced the outcome which will be taken forward for session 26/27.	Embed Learning and Teaching framework, using it to improve quality and consistency across the school. Pupil friendly languages and observations will take cognisance of this framework.
2. Tain Royal Academy Presentation Policy Development of an aspirational presentation policy alongside a robust quality assurance process for level changes/withdrawals	Continue to review and embed next year.
3. New and revised reporting quality for parents/carers. Following the work of a staff collegiate group, including looking outwards to other schools, reports will now contain comments pertinent to young peoples progress and achievement.	Embed and seek feedback from stakeholders to monitor the impact/effectiveness.
4. Awards Achievements A significant number of young people achieved awards through partnership working with our YDO and YSO. This	Continue to use data effectively through the

positive picture is a result of close collaboration between partner agencies and school staff, in addition to robust tracking and monitoring of young people on a weekly basis.	support team meetings/14/16+ meetings to provide targeted, timely intervention support via awards- for example saltire and dynamic youth awards.
Impact: The work done this year in relation to raising attainment and achievement provides the foundation for us to sustainably improvement attainment over time.	

School Priority 2: Developing a Positive Culture and Ethos	
School Improvement Plan Priority 2	
Summary of progress	Next steps
1. Development of a promoting positive relationships policy A large staff collegiate group made this their focus during scheduled collegiate time. Taking into consideration pupil feedback, national policy and looking outwards to other schools, the group have created a policy that is fair and proportionate to address both challenging circumstances but also recognising and acknowledging positive behaviours. 2. Introduction of Family Learning Programme As this is very much in the early stages, we held events such as a numeracy learning session for parents/carers and have created a family conversation calendar for all year groups.	Staff to trial this across the year with regular scheduled reviews led by SLT. Expand offering across other areas such as literacy, study skills, pathway planning etc.
Impact: The progress made in this improvement priority will provide the foundation for a clear and balanced approach to addressing challenging behaviours along with acknowledging successes of our young people.	

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our Pupil Equity Fund is allocated to our two Promoting Relationships officers who work alongside a targeted group of young people who experience barriers to attending or engaging with school. Their role comprises of attendance monitoring and intervention, supporting their health and wellbeing, capturing of awards such as the Saltire and Dynamic Youth Award, and closing the attainment gap in relation to literacy and numeracy. Every young person they work with are monitored closely through the wider support team network and most typically experience a hybrid style timetable where mainstream learning sits alongside smaller group sessions with our Promoting Relationships Officers. Moreover, they also undertake outreach activities with young people on a regular basis where attendance at school is unachievable, with a view of re-engaging them with their learning and ultimately returning to school.

Across the school week our PRO's engage with approximately 20-25 young people across 64 periods (approx. 60 hours).

Wider achievements

Coileanaidhean nas fharsainghe

We have many achievements- curricular and extra-curricular- across our school community on a regular basis. These are captured in our termly newsletter which can be accessed via our school website: [Tain Royal Academy - Newsletter](#)

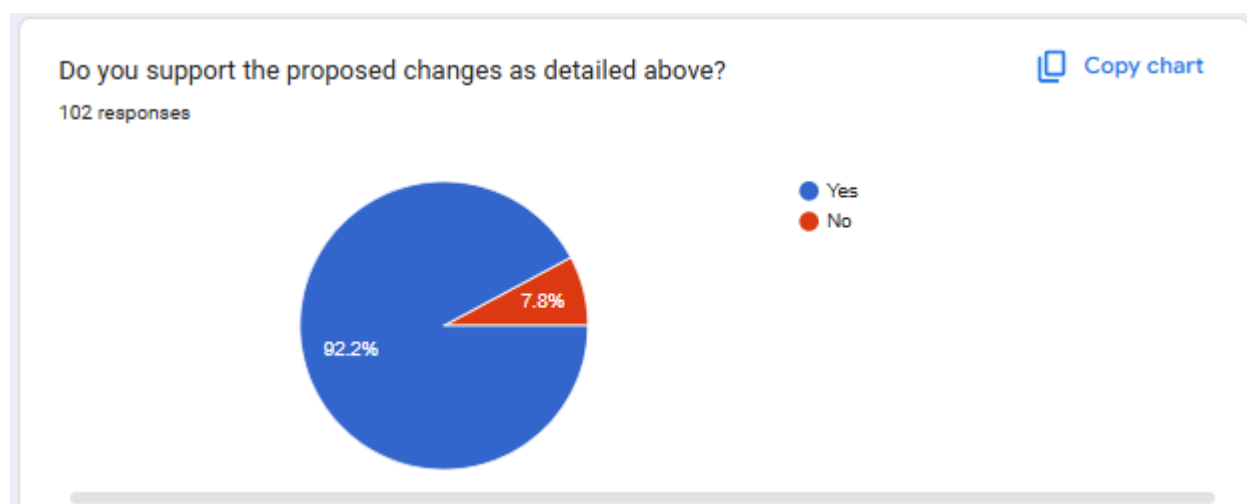
Comments from learners, families, stakeholders and staff

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

Changes to the school day survey

Following a survey with parents/carers and discussion with the pupil council, we are reintroducing registration to have dedicated time for wider school life aspects such as our house system, pupil voice and health and wellbeing. Responses from all stakeholders strongly supported this change- see below:

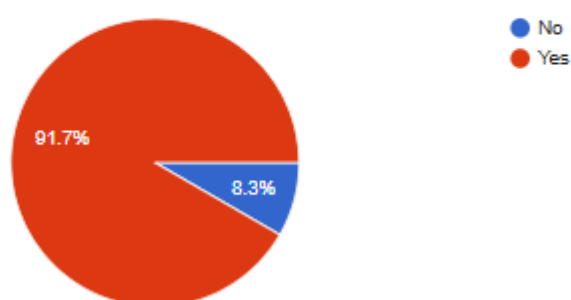
Parents/carers



Staff

Do you want to move to the suggested times above?

48 responses

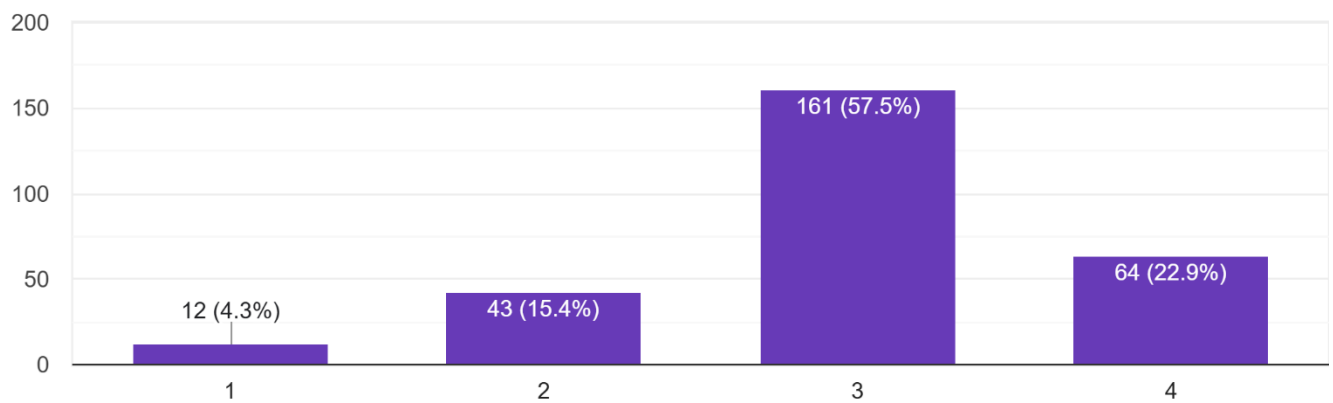


Learning and Teaching Pupil Survey

As mentioned earlier, pupil feedback was used to inform our newly created Learning and Teaching framework. Here are some examples of the responses we received:

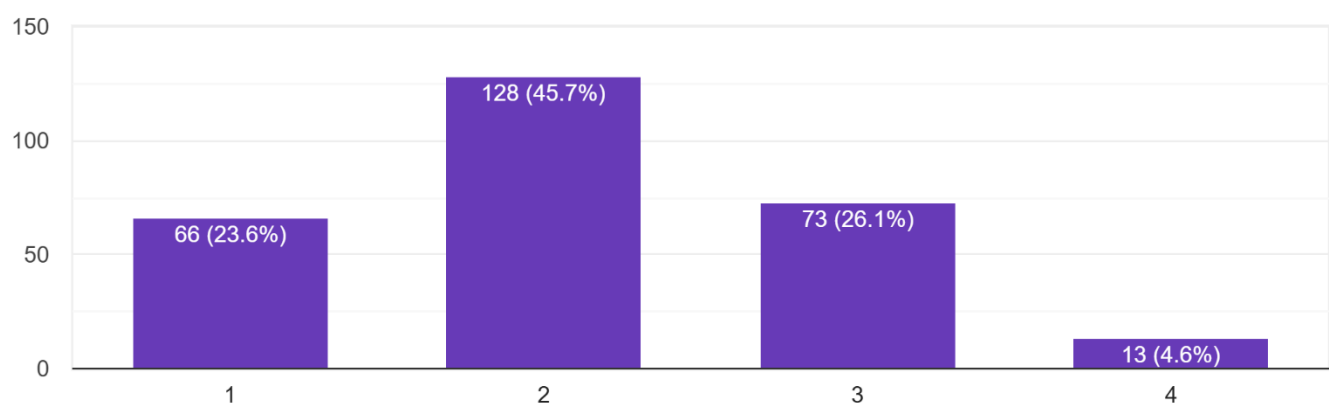
Respect and positive behaviour are promoted in classrooms.

280 responses



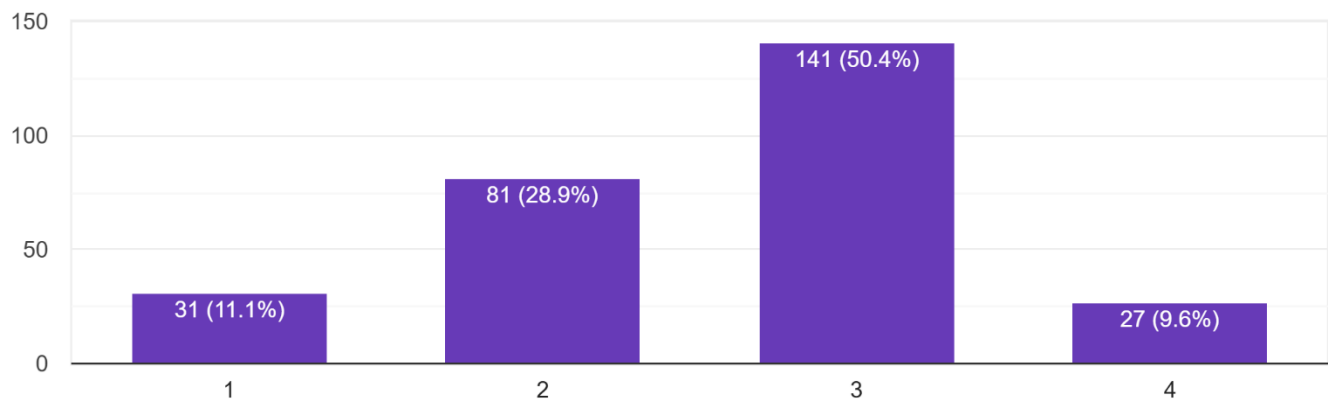
I get choice in how I learn and what I learn.

280 responses



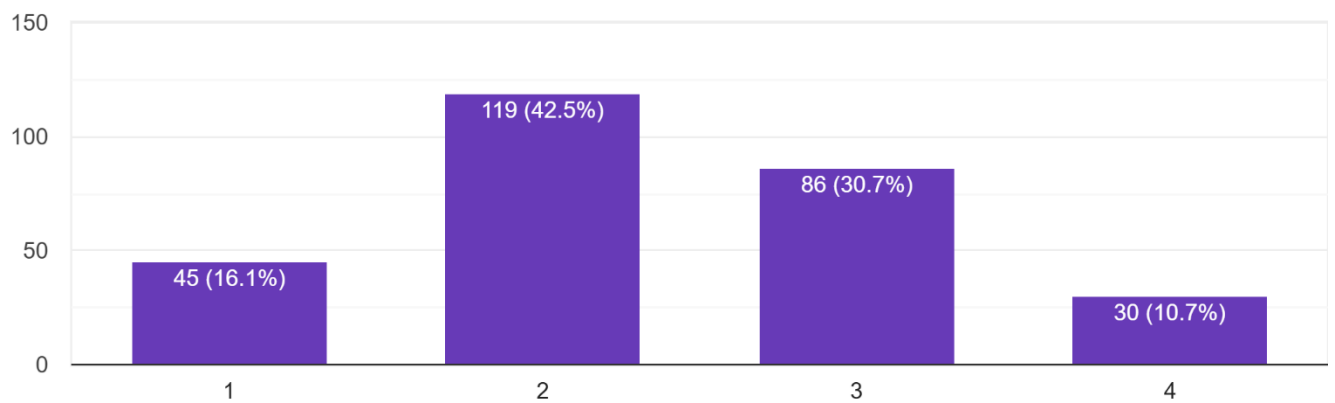
I understand the skills I am developing through my learning and how I can use these outside of school.

280 responses



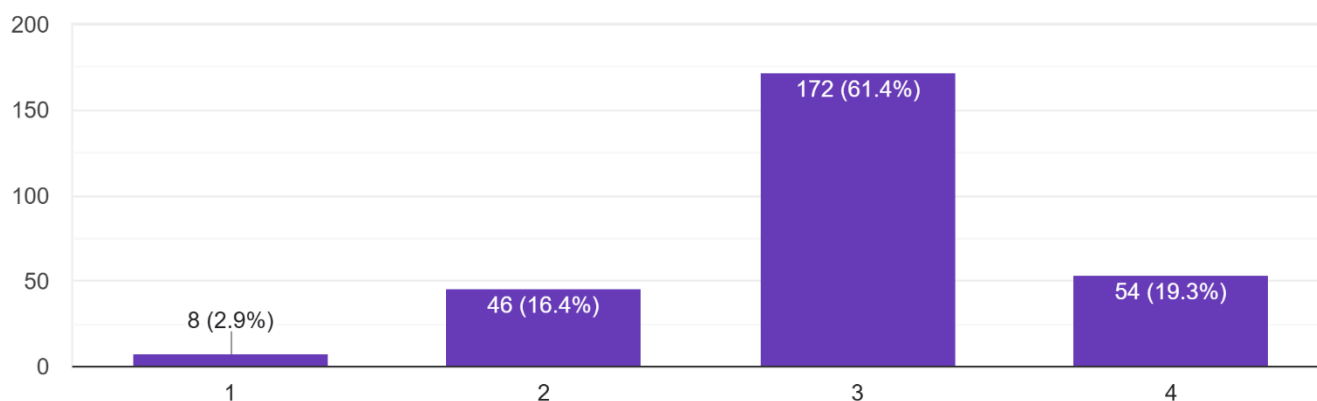
My teachers ask me for feedback on learning and use this to plan lessons.

280 responses



Teachers encourage participation and questions in class.

280 responses



Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made progress as follows:

QI 1.3 Leadership of change	Satisfactory
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Good
QI 3.2 Raising attainment and Achievement/Securing children's progress	Weak
Other QIs reviewed	

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

We have made significant progress across this year in our school improvement priorities which gives us the platform to continue to improve all areas of the school in a sustainable manner. Within our staff body, leadership capacity has been provided to staff to develop whole school priorities and/or curricular areas. This distributed leadership approach will continue to be expanded over time.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Action Plans

Improvement Priority 1 Action Plan:	Raising Attainment & Achievement for All	Lead: <u>D.Jarvie</u>
Expected outcomes: 1. Three year Raising Attainment and Achievement Strategy- year 1 (attached) 2. Increase Literacy and Numeracy level 5 in S4 by 15% 3. Increase Literacy and Numeracy level 4 in S4 to be consistent with VC 4. Increase 5@L5 in S4 to be consistent with VC 5. Increase 3@L6 in S5 to be consistent with VC	Measures: - Develop a whole school tracking and monitoring system for literacy and numeracy - Upper primary/lower secondary curriculum maps for literacy and numeracy - Pupils at risk to have a clear, coherent attainment plan <u>as a result of</u> attainment/support meetings -	HGIOS4 QIs / ELC Quality Improvement Framework / Realising the Ambition HGIOS 3.2

Improvement Priority 2 Action Plan:	Improving the Quality and Consistency of Learning and teaching	Lead: Sarah Paterson
Expected outcomes: 1. TRA Learning Standard begin to be embedded across all curricular areas 2. Young people will be aware of the learning standard and be able to reflect against this 3. Observations will refer to the learning standard for feedback and planning CLPL	Measures: - 2 x Observations throughout the year- focus on area of CLPL - Pupil Focus Groups Departmentally - Staff self-reflection against the learning standard - Termly pupil voice data (engagement), show positive movement over time.	HGIOS4 QIs / ELC Quality Improvement Framework / Realising the Ambition HGIOS 2.3

Improvement Priority 3 Action Plan:	Continue to Embed a Positive Culture and Ethos	Lead: <u>J.Marshall</u>
Expected outcomes: - Improve whole school attendance by 2% - Improve attendance in S5 by 3% - Reduce SIMD 1 absence by 5%	Measures: - Weekly monitoring of attendance levels at support meetings - Two weekly SLT reviews - Monthly formal attendance review meetings - Registration Teacher checks/new responsibilities	HGIOS4 QIs / ELC Quality Improvement Framework / Realising the Ambition HGIOS 3.1
- Reduction in the number of B & E incidents by 10% - Reduction in demerits and referrals for our most disengaged young people - Increase in merits awarded for all learners in S1-3 - Introduce a house system that promotes house identity, competition and togetherness	- Weekly year head review of B and E/demerits - Weekly Support team meetings - Two weekly SLT reviews - PPR Review aligned with UNCRC - Development of a <u>a</u> Anti-bullying Policy - House events calendar developed across the year	HGIOS 3.1
- Beginnings of creating a Gaelic culture across all areas of the school	- Pupils to be greeted by staff in Gaelic - Celebrate Gaelic Culture with a whole school event	HGIOS 3.1