



**Cloontuskert N.S.**

**DEIS Three-Year Plan**

**School Name:** Cloontuskert N.S.

**Roll Number:** 18116S

**Period of Plan:** September 2025 - September 2028

**Date(s) of Ratification by Board of Management:** 13th February 2026

Kate Liston, OIDE Advisor, provided support on DEIS Planning in February 2025. This plan was formulated, based on her recommendations, between March 2024 and September 2025

**School Context -**

Cloontuskert N.S. is a Catholic co. educational primary school under the patronage of the Catholic Bishop of Elphin. There are currently 82 pupils in the school. There are four mainstream class teachers, a full time Special Educational Teacher (SET), a shared S.E.T. 2 days a week and an E.A.L. Teacher one day per week. Two Special Needs Assistants are currently on the staff. There is also a secretary and cleaner, with part time hours. The cleaner also caters the daily hot lunches for the pupils.

**This DEIS (Delivering Equality of Opportunity in Schools) plan aims to** provide a comprehensive framework for addressing the unique educational needs and challenges faced by the school's students. This plan covers the period from September 2025 to September 2028 and outlines strategies and actions to improve educational outcomes, support student development, and foster an inclusive learning environment for all pupils.

**Planning Process Undertaken (following School Self-Evaluation Cycle):**

- 1) Identify focus:** Targets for each of the areas of the DEIS plan identified. (DEIS Themes - Literacy, Numeracy, Attainment, Attendance, Supporting Educational Transitions, Partnership with Parents and Others and Retention). Continuous Professional Development (C.P.D.), Leadership (L), and Wellbeing (W), have been integrated into these DEIS Themes.
- 2) Gather evidence:** A variety of evidence gathering tools were used to collect necessary data. (Standardised Test Results, Attendance data, Classroom Based Assessment Results, Retention Data, Surveys, Interviews, Focus Groups, Teacher Observations/Feedback, Parental Observations/Feedback, Student Observations/Feedback)
- 3) Analyse and make judgements:** Targets identified based on analysis of evidence.
- 4) Write and Share Plan:** New plan drawn up with staff and sent to the BOM for approval.
- 5) Put improvement plan into action:** This plan will now be implemented and monitored over the next three years.
- 6) Monitor actions and evaluate report:** The plan will be monitored on a termly, annual and three-yearly basis. Staff meetings serve as a space for monitoring. At the end of the three years, evaluation of the plan will determine the goals and targets for the next plan.

### Plan to promote RETENTION

**Target(s):**  
 1. To reduce the incidence of school refusal in an identified child from 5 mornings a week to 3 mornings a week in year 1, from 3 mornings a week to 2 mornings a week in year 2 and from 2 mornings a week to 1 morning a week in year 3 as measured by teacher observation and feedback from the identified child's parents.

**Baseline Data:**  
 The identified 'at risk' child displays extreme reluctance to go to school every morning.

**Actions:**

Measure	To address target(s) no. *	Who?	Lead responsibility	When?	Resources?
1. Morning welcome at the front door of the school (W)	1	Principal/Deputy Principal	Principal/Deputy Principal	Daily	School Personnel
2. Daily time with SEN teacher to address social, emotional and academic difficulties (W)	1	SEN Teachers	SEN Teachers	Daily	School Personnel
3. Access to S.N.A. for regulation breaks (W)	1	Class Teacher/ S.N.A.	Class Teacher/ S.N.A.	Daily	School Personnel
4. Introduction of Weaving Wellbeing and Friends Resilience Programme (W) (CPD for staff)	1	SEN Teacher	SEN Teacher	Twice Weekly	Friends Resilience Programme
5. Introduction of a Chill Out Corner in the identified child's room (W)	1	Class Teacher	Class Teacher	By Christmas 2025	Suggestions will be sought from the identified child
6. Fortnightly check in with the identified child's parents. Provision of advice and support with regard to behavioural issues at home if needed. (W) Information given on parenting courses, workshops etc	1	Class Teacher/Principal	Class Teacher/Principal	Fortnightly	School Personnel Email Phone

7. Extend the diversity of extra-curricular activities in the school to facilitate the interest and abilities of the identified student. (W)	1	Principal	Principal	One new activity each year	Suggestions will be sought from the identified child
8. Focus on praise and encouragement for the child's efforts (W)	1	Class Teacher/SEN Teacher	Class Teacher/SEN Teacher	Daily	School Personnel

**Monitoring:**

State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years

- Daily via staff observation
- Weekly Pupil Feedback
- Fortnightly Parental Feedback
- Via Support Plan Reviews in February and June annually

**Evaluation:**

This plan will be reviewed on an ongoing basis. An in-depth review of pupil, teacher and parental feedback will take place at the end of each academic year. The staff will decide which targets need to be adjusted or carried forward to the following year.

**Plan to promote ATTENDANCE**

- Target(s):**
1. To reduce the percentage of absences for an identified at-risk child from an average of 11% to 10% by the end of year 1, to 9% by the end of year 2 and to 8% by the end of year 3.
  2. To reduce the number of unexplained absences for an identified at-risk child from an average of 10% to 0% by the end of year 3.

**Baseline Data:**  
The identified 'at risk' child was absent for 11% of the 2024-2025 school year.

**Actions:**

Measure	To address target(s) no. #	Who?	Lead responsibility	When?	Resources?
The calendar for the coming school year will be published annually in June. It is hoped that this approach will enable parents and guardians to plan family events around school closures, thus minimising the chances of non-attendance related to family holidays during the school term.	1	Principal/Secretary	Principal	June annually	School Calendar
In the first newsletter each year, we will explain the importance of regular attendance and explain the importance of submitting reasons for student absences on Aladdin. We will remind parents of our legal obligations to Tusla with regard to reporting absences. (L)	1	Principal/Secretary	Principal	June annually	School Newsletter
Continue to publish Attendance Policy on website <a href="http://www.cloontuskertns.ie">www.cloontuskertns.ie</a> . Update as necessary (L)	1	Principal/Secretary	Principal	Annually	Attendance Policy
The school community will recognise improved attendance at assemblies through praise and prize giving. (W) (L)	1	Principal/Secretary	Principal	Termly	Certificates Prizes

The 'at-risk' children, along with all other children, will be placed on the appropriate stage on the Continuum of Support and their individual needs addressed. (W) (L)	1	Class Teachers/SEN Teachers	Class Teacher	Daily	School Personnel
We will hold regular assemblies to praise effort, progress, achievements and displays of kindness. (W) (L)	1	Principal	Principal	Monthly	School Personnel
We will hold themed learning weeks with fun, hands-on experiences for example - Maths Week, Science Week, Wellbeing Week, Friendship Week, Seachtain na Gaeilge etc.. (W)	1	Class Teachers	Class Teachers	Throughout the year	School Personnel
We will conduct a survey of students identified as being "at risk" to identify preferred activities. We will organise such activities more frequently. (W) (L)	1	Class Teacher/Principal	Principal	September 2025	Survey
Fun activities will be organised throughout the year to celebrate holidays and special occasions e.g. Sports day, Easter egg hunt, Pancake Tuesday, World Book Day etc.. (W)	1	Class Teacher	Class Teacher	Throughout the year	School Personnel

**Monitoring:**

- Class teachers will keep a daily record of attendance on the Aladdin system . They will also record late arrivals on the Aladdin system.
- When a child has missed 10 days a standard text will be sent as a reminder, highlighting this, regardless of absence. This will reoccur when the child has missed 15 days.
- A letter will be sent to parents of pupils who have missed 20 days or more, regardless of reason for absences, informing them that this information will be reported to TUSLA and the Board of Management.
- Attendance will be monitored daily, weekly, monthly & annually with high risk students monitored on an ongoing basis by Class Teacher.
- Class teachers will phone home on the third day of an unexplained absence.
- Teachers will hold regular meetings to monitor progress of identified students.

**Evaluation:**

- There will be an in-depth review of attendance of the at-risk children at the end of each year. This will determine whether our target has been met.

**Plan to improve LITERACY LEVELS**

**Target(s):**

1. Increase engagement and enjoyment in reading in an identified 'at risk' child as measured by teacher and parent observation and student feedback.

**Baseline Data:**

Our identified 'at risk' child, reports that he hardly ever reads at home and only sometimes enjoys reading.

**Actions:**

Measure	To address target(s) no. #	Who?	Lead responsibility	When?	Resources?
Daily DEAR time for the children from 1 <sup>st</sup> – 6 <sup>th</sup> Class for a minimum of ten minutes (W)	1	Class Teacher	Class Teacher	Daily	Books
Teacher reads aloud to the class at least once per week. (W)	1	Class Teacher	Class Teacher	Weekly	Books
Purchase new books for the class libraries based on the recommendations of the 'at risk' child. (W)	1	Class Teacher/Principal	Class Teacher/Principal	Term 1 each year	Books
Apply to Roscommon Library Services to have the Mobile Library visit the school on a regular basis. (W)	1	Class Teacher/Principal	Class Teacher/Principal	Term 1 each year	School Personnel
Establish Peer Reading (Infants with 3 <sup>rd</sup> /4 <sup>th</sup> Class and 1 <sup>st</sup> & 2 <sup>nd</sup> Class with 5 <sup>th</sup> & 6 <sup>th</sup> Class) (W)	1	Class Teacher	Class Teacher	Weekly	Books
Run at least one annual Book Club	1	Principal	Principal	Annually	Register for a Scholastic Book Club

Invite authors/poets to the school to complete workshops with the children (W)	1	Class Teacher/Principal	Class Teacher/Principal	Annually	School Personnel
Celebrate World Book Day by allowing the children to dress up as a character from their favourite book. (W)	1	Class Teacher	Class Teacher	Annually	School Personnel
<b>Monitoring:</b> <ul style="list-style-type: none"> <li>● Start and end of year surveys</li> <li>● Teacher Observation</li> <li>● Parental Observation</li> </ul>					
<b>Evaluation:</b> <ul style="list-style-type: none"> <li>● In-depth review of student surveys</li> <li>● Pupil Feedback</li> <li>● Parental Feedback</li> <li>● Staff Feedback</li> </ul>					

**Plan to improve NUMERACY LEVELS**

**Target(s):**

1. Eliminate fractions, decimals and time as the areas of difficulty named by an identified cohort of 'at risk' children.

**Baseline Data:**

50% of 'at risk' children have named fractions and decimals as an area they find difficult and 50% have named time.  
 Student B scored a STEN of 3 in measures and a STEN of 2 in number in their Drumcondra Maths Assessment in May 2025.  
 Student E scored a STEN of 5 in measures and a STEN of 4 in number in their Drumcondra Maths Assessment in May 2025.

**Actions:**

Measure	To address target(s) no. #	Who?	Lead responsibility	When?	Resources?
Teachers will display Maths vocabulary of the week/ fortnight on the maths board in their room.	1	Class Teacher	Class Teacher	Ongoing	School Personnel
Teachers will plan lessons where the students are explicitly taught the new vocabulary and have the opportunity to use the maths vocabulary being focused on that week/ fortnight. Particular emphasis will be placed on the vocabulary of fractions, decimals and time.	1	Class Teacher	Class Teacher	Ongoing	School Personnel
The teacher will implement a concrete , pictorial, abstract approach in all fraction and decimal lessons.	1	Class Teacher	Class Teacher	Ongoing	School Personnel
'At risk' children will receive support in Maths in a small group setting. Particular emphasis will be placed on fractions, decimals and time.	1	Class Teacher	Class Teacher	Twice per week	School Personnel

We will implement team-teaching blocks focused on fractions and decimals using stations for different learning needs. (L) (CPD)	1	Class Teacher/SEN Teacher	Class Teacher	Once a week	School Personnel
Playfulness with maths to be fostered throughout the school. (W)	1	Class Teacher	Class Teacher	Ongoing	School Personnel
The teacher will integrate interactive games and digital tools to reinforce skills	1	Class Teacher	Class Teacher	Ongoing	School Personnel
<b>Monitoring:</b> <ul style="list-style-type: none"> <li>● Start and end of year surveys</li> <li>● Teacher Observation</li> <li>● Parental Observation</li> </ul>					
<b>Evaluation:</b> <ul style="list-style-type: none"> <li>● In-depth review of Drumcondra Maths Assessment results in June each year</li> <li>● In-depth review of end of year surveys</li> <li>● Pupil Feedback</li> <li>● Parental Feedback</li> <li>● Staff Feedback</li> </ul>					

**Plan to promote ATTAINMENT**

**Target(s):**

- In an identified cohort of ‘at risk’ children, increase their STEN score in spelling by at least 1 STEN by the end of the 3 years.

**Baseline Data:**

- In our identified cohort of ‘at risk’ children, Student A scored a STEN of 1, Student B scored a STEN of 3. Student C is in another class and scored a STEN of 2, as is Student D who scored a STEN of 3.

**Actions:**

Measure	To address target(s) no. *	Who?	Lead responsibility	When?	Resources?
Staff will implement spelling strategies suggested by our Oide advisor (C.P.D)	1	Class Teacher/SEN Teacher	Class Teacher/SEN Teacher	Daily	School Personnel
‘At Risk’ students who struggle with spelling will receive time with the SEN Teacher.	1	SEN Teachers	SEN Teachers	Twice Weekly	School Personnel
Programmes such as NCode and Brendan Culligan’s will be utilised	1	Class Teacher/SEN Teacher	Class Teacher/SEN Teacher	Ongoing	School Personnel
Spelling Rules will be taught	1	Class Teacher/SEN Teacher	Class Teacher/SEN Teacher	Ongoing	School Personnel
Teachers will move away from a Friday spelling test and towards dictation, word studies, word games etc.	1	Class Teacher/SEN Teacher	Class Teacher/SEN Teacher	Ongoing	School Personnel

**Monitoring:**

- Teacher observation
- Review of class works and assignments
- Review of class tests

**Evaluation:**

- In depth review of Drumcondra Spelling Tests results

**Plan to improve EDUCATIONAL PROGRESSION AND TRANSITIONS**

**Target(s):**

1. To increase the percentage of 6th class students who report they are confident or very confident in relation to their post primary transition by June of each year.
2. Reduce the percentage of Junior Infant students experiencing difficulty separating from their parents in the mornings by the end of September each year.

**Baseline Data:**

0% of our 6th Class group report that they feel very confident about moving to Secondary School.  
 Only 40% of our 6th Class group report that they feel confident about moving to Secondary School.

1 Junior Infant child is experiencing difficulty separating from their Mum in the mornings.

**Actions:**

Measure	To address target(s) no. *	Who?	Lead responsibility	When?	Resources?
<b>Incoming Junior Infants</b> Continue to encourage parents and local preschools to engage with 'Mo Scéal' (L)	2	Class Teacher/Principal	Principal	'Mo Scéal' will be requested annually	'Mo Scéal'
We will hold an Open evening in term 2 for all perspective Junior Infants to encourage families to visit the school and meet our staff. This Open Evening will be advertised on our social media and in the local newsletter. (L)	2	Class Teachers/Principal/Secretary	Principal	Term 2 annually	School Personnel
We will invite all Junior Infant children who have enrolled into the school again in June to meet their teacher and play with the other Junior Infant children. (W)	2	Class Teacher/Principal/Secretary	Principal	June annually	School Personnel

We will continue to build relationships with pre-schools to further ease transition by encouraging open communication. (W) (L)	2	Class Teacher/Principal	Class Teacher/Principal	Ongoing	School Personnel
A Welcome Pack will be provided to all new children entering the school. (W) (L)	2	Principal/Secretary	Principal/Secretary	On enrolment	Welcome Pack
At the next opportunity, we will register for the 'Tús Maith - Transitions from Preschool to Primary project'. (L) (CPD)	2	Class Teacher/Principal	Class Teacher/Principal	At the next opportunity	Training in Tús Maith
All children will be given a warm welcome at the front door of the school each morning by the Principal/Deputy Principal. (W)	2	Principal/Deputy Principal	Principal/Deputy Principal	Daily	School Personnel
<b>Outgoing 6<sup>th</sup> class:</b> Information on local secondary schools will be provided	1	Class Teacher	Class Teacher	Term 1 annually	School Personnel
Families are encouraged and supported through the application process.	1	Class Teacher	Class Teacher	Annually	School Personnel
Visits from and to secondary schools are accommodated and open night information is shared with pupils and families. Visits from past pupils is encouraged. (W)	1	Class Teacher/Principal	Class Teacher/Principal	Annually	School Personnel
The previous years 6 <sup>th</sup> Class pupils are invited back to help run Sports Day in June annually. This is an opportunity for our current 6 <sup>th</sup> child children to discuss what lies ahead for them in secondary school. (W)	1	Principal/Secretary	Principal/Secretary	June annually	School Personnel
We will continue to build relationships with local secondary schools by bringing the children to events such as their Christmas concerts, Science Week events etc.. (W)	1	Class Teacher	Class Teacher	Annually	School Personnel
Passports are prepared for secondary schools to support transition.	1	Class Teacher	Class Teacher	Annually	School Personnel

SEN teacher will make contact with SEN teams in secondary schools for any target students.	1	SEN Teacher	SEN Teacher	Annually	School Personnel
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**Monitoring:**

- We will conduct a survey of our 6<sup>th</sup> Class students in September and June each year.
- We will observe our Junior Infants as they transition from home to school each morning.
- Parental Feedback
- Pupil Feedback
- Teacher Feedback

**Evaluation:**

- We will compare the results of the 6<sup>th</sup> Class September questionnaire with the June questionnaire
- There will be an in-depth review of pupil, teacher and parental feedback at the end of each academic year.

**PARTNERSHIP WITH PARENTS AND OTHERS**

**Target(s):**

1. Increase parental participation, from within an identified cohort of parents, in school activities by at least one additional parent each year.
2. Support children who have been identified as being ‘at risk’ to become registered members of a local sports club and attend regular training sessions or club events by June 2027.

**Baseline Data:**

**Actions:**

Measure	To address target(s) no. #	Who?	Lead responsibility	When?	Resources?
Continue to foster a welcoming and inclusive culture for parents within the school community. (W)	1	All School Personnel	Principal	Ongoing	School Personnel
Encourage parents to be active participants in their child’s learning by inviting them to school related events and to volunteer for school related activities	1	Class teachers/Principal	Class teachers/Principal	Termly	School Personnel
Communicate with parents of ‘at risk’ children to give positive feedback on their child’s progress. (W)	1	Class teachers/SEN Teachers/ Principal	Class teachers/SEN Teachers/ Principal	Ongoing	School Personnel
Invite coaches from the local GAA clubs to train children in the school during school time. It is hoped that this will create an interest in sport amongst the target group.(W)	2	Class teachers/Principal	Class teachers/Principal	Ongoing	School Personnel Local Coaches
We will conduct a survey of students identified as being “at risk” to identify preferred activities. We will try to organise training/workshops in such activities. (W)	2	Class teachers/SEN Teachers/ Principal	Class teachers/SEN Teachers/ Principal	Ongoing	School Personnel

Share information about local clubs, registration dates and local events with parents.	2	Class teachers/Principal/Secretary	Class teachers/Principal/Secretary	Ongoing	School Personnel
<p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Notes taken at Parent Teacher (P.T.) Meetings.</li> <li>• Attendance records of P.T. and S.S.P. meetings kept by class teacher/SEN teacher.</li> <li>• Records of correspondence via Aladdin Connect, email etc</li> <li>• The Parents' Association keep minutes and records of attendees.</li> <li>• Monitoring of parental involvement during school activities.</li> <li>• Regular informal, friendly, open communication between parents and all staff after school at the school gate.</li> <li>• Regular formal communication between all teaching staff and parents through phone calls, notes homes in homework journals and meetings.</li> </ul>					
<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• A reflection by school staff at the end of each year will evaluate if there was increased parental involvement.</li> <li>• Parental and pupil feedback will be used to determine if the 'at risk' children joined a local club or was involved in a local event.</li> </ul>					

## **Communication and Implementation of the Plan**

This plan will be communicated to all parties and will be published on the school website. The Principal in conjunction with the BOM will be responsible for the implementation of this plan.

**Signed:**

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**Chairperson of the BOM**

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**Principal**

**Date:** \_\_\_\_\_