



DEIS Plan 2025-2028

St. Ronan's N.S., Cloonloo, Via Boyle, Co. Sligo

Roll No: 12767G

School Context: St. Ronan's N.S. is a small DEIS rural co-educational primary school in Cloonloo, Co. Sligo under the patronage of the Bishop of Achonry and Elphin. It is an inclusive school with 2 mainstream teachers and 3 SET (1 SET (jobshare), 1 shared SET, 1 part time EAL), 2 SNA's, 1 part time secretary and 1 part time cleaner/caretaker.

Mission Statement: St. Ronan's N.S. is a Catholic School where management and staff strive to foster Christian values. The children in this school are all cherished equally and cared for physically, spiritually, emotionally and academically. Every effort is made to assist them to develop at a personal and academic level. Parents/Guardians are encouraged to take an active role in the education of their children and as part of the school community.

Our DEIS Philosophy: This school exists for the pupils. The educational progress and welfare of each child is the overriding consideration in decisions reached by our teachers and BOM.

Our Key Values: We believe in providing a holistic education for our pupils employing the values of equality, enjoyment, experiential learning and excellence.

Purpose of the Plan: The purpose of the DEIS Plan is to identify SMART targets in 6 planning areas. These targets aim to increase pupil's academic attainment and participation in the school system, as well as holistic and social development and enjoyment of the learning process. It aims to support pupils to achieve their full potential, and help parents and the wider school community to do so also.

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

1. **Identify Focus:** Targets for each of the areas of the DEIS plan identified
2. **Gather Evidence:** A variety of evidence gathering tools were used to collect necessary data.
3. **Analyse and make judgements:** Targets identified based on analysis of evidence. Targets are Specific, Measurable, Attainable, Relevant, and Timely (SMART)
4. **Write and Share report and Improvement Plan:** New plan drawn up with staff and sent to 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 and Croke Park Hours 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.

School Strengths:

- A proactive Board of Management whose members are interested and committed to the successful running and upkeep of the school.
- An active ISL Team (In-school leadership team - Principal, Deputy and SEN Co-Ordinator)
- A committed team of staff members with a wide variety of talents who are willing to give of their time to support the holistic development of pupils.
- Very positive relationships between parents and staff.
- Pupil voice is important in our school and all pupils from 1st to 6th class are involved in a school committee.
- Inclusive school catering for children from diverse backgrounds including EAL and SEN.
- A wide range of academic, creative, and sporting activities.
- In class support, in the areas of literacy and numeracy, has been successfully established throughout the school.
- Pupil's engagement in literacy and numeracy is high.
- Hot lunches are available to pupils each day.
- Modern ICT equipment ensures all pupils have access to the latest technology.

Review of Plan:

- Pupil feedback will be sought through oral questioning/surveys/work samples/observation of pupil interaction.
- Parental feedback will be sought through feedback at parent/teacher meetings and surveys.
- Staff feedback will be sought through surveys.
- Standardised test scores will be analysed.
- Attendance records will be analysed.
- Teacher designed assignments will be analysed.
- Teacher observation/reflection and whole staff discussion at staff meetings/Croke Park hours will be a monitoring tool.
- Continuing CPD will be availed of by the whole staff.
- Members of staff will attend DEIS Community of Practice meetings (if available in the area) and webinars on DEIS planning.

Success Criteria & Responsibility:

- Pupil's feedback, observations of pupil's interactions and samples of work will be used to evaluate success.
- Parental feedback from parent/teacher meetings and surveys will be used to evaluate success.

- Staff feedback from surveys will be used to evaluate success.
- Standardised test scores and teacher designed assessments will be analysed to determine achievement of targets.
- Attendance records will be used to evaluate success.
- Teacher observations will be noted and collated.
- All staff members are responsible for implementing the targets and actions contained in this plan. The plan will be reviewed regularly at staff meetings and Croke Park hours.

Three Key Enablers of Leadership, Continuous Professional Development, Wellbeing will be incorporated into the Action Plans for each of the 6 DEIS themes.

Category A: Targets/Actions for All

Category B - Targets/Actions for Some

Category C - Targets/Actions for Few

Attendance

Review	Absence rates were notably high among EAL (English as an Additional Language) pupils. However, the number of pupils who have missed 20 or more days has decreased over the past three academic years.		
	2022/2023	2023/2024	2024/2025
<i>Attendance</i>	89.4% School open for 182 days (1 pupil relocated without notifying the school)	91.3% School open for 180 days (School closed for 1 day Staff Training on PMC and 1 day electricity outage)	90.7% School open for 174 days (School closed due to snow for 4 days, Red Weather Warning for 1 day, No water for 1 day, PMC training for 1 day, No electricity for 1 day)
<i>Pupils absent 20+ days</i>	37% (13 out of 35)	23% (8 out of 35)	21% (7 out out 34)
<i>Pupils absent 12-19 days</i>	29% (10 out of 35)	37% (13 out of 35)	32% (11 out of 34)
<i>Unexplained regular late arrivals/early departures</i>		18% (6 out of 35) (Category B/C)	15% (5 out of 34) (Category B/C)
Targets	<ol style="list-style-type: none"> 1. To increase attendance to 92% over the duration of the plan. (Year 1 - 91%, Year 2 - 91.5% and Year 3 - 92%) Category A 2. To reduce the number of children absent for 12-19 days from 32% to 29% over three years. Category B 3. To reduce the number of children absent for 20+ days per year from 21% (7 out of 24) to 18% over three years. Category C 4. To continue with the current practice of monitoring, reviewing and reporting on attendance. Category A 5. To foster whole school awareness of the importance of whole school attendance and its impact on attainment. Category A 6. To reduce the number of unexplained early leavers/late collections. Category B/C 7. To reduce the number of unexplained late arrivals. Category B/C 		

<p>Category A: Targets/Actions for All</p> <p>Category B - Targets/Actions for Some - Pupils between 12-19 absence in current academic school year.</p> <p>Category C - Targets/Actions for Few - Pupils with 20+ days absence in current and previous academic school year(s)</p> <p>NOTE: Confidential data stored in DEIS file in office filing cabinet.</p>

Actions	By Whom	When
Remind parents on Aladdin /in the newsletter at the start of the year of the importance of good attendance and that schools are required to report absences to TUSLA if a child misses more than 20 days in a school year. This does not mean that sick children should be sent into school. (Leadership)	Principal	September of each year
Remind parents at P/T meetings of the importance of good attendance for school attainment. (Wellbeing)	Class Teachers	February
At EAL Support Plan Meetings, parents are informed about the importance of good attendance and that schools are required to report absences to TUSLA if a child misses more than 20 days in a school year. (Leadership/Wellbeing)	All Staff	October/February
When a pupil reaches 12 days absence, Aladdin will notify school staff and parents and remind parents of the TUSLA reporting procedures. (Wellbeing/Leadership)	Principal	When necessary
An Aladdin notification will be sent when their child(ren) reaches 15 days of absence. (Wellbeing/Leadership)	Principal	When necessary
An Aladdin notification and letter is sent to parents when their child(ren) reaches 20 days of absence. (Wellbeing/Leadership)	Principal	When necessary
Principal meeting/contact with parents of children who have a pattern of absenteeism (Category B/C). (Wellbeing/Leadership)	Principal	When necessary
Complete the TUSLA attendance reports at the mandatory reporting period. (Leadership)	Principal	January and June
Report on attendance levels at BOM meetings. (Leadership)	Principal	BOM meetings
Contact EWO for advice re: children with high absentee levels where staff have concerns. (Leadership)	Principal	When necessary
Attendance will be monitored using Aladdin. (Leadership)	Class Teacher	Weekly/Monthly
The roll is called by 10.20 daily. (Leadership)	Class Teacher	Daily
Absences are to be explained by parents on Aladdin. Unexplained absences will be recorded as such on Aladdin. Aladdin absence notes will be requested in cases of regular unexplained absences. (Leadership)	Parents and Class Teacher	When necessary
Contact to be made with parents of children who are absent for 3 or more consecutive days and have not notified the school. (Leadership/Wellbeing)	Class Teacher	When necessary

Monitor carefully those pupils who missed 20 days or more in the previous school year. (Leadership/Wellbeing)	Principal	Weekly
Prize Draw for Attendance - every week each child has full attendance their name will be entered into a draw for a prize at the end of month assembly.	Class Teachers	Monthly
Organise prizes for those children who have not missed any days at our end of term assembly. (Wellbeing)	Class Teachers	Termly
Prize given to the pupil(s) with the best attendance for the school year at our end of year awards ceremony. (Wellbeing)	Principal	End of year
Present certificates to all our pupils who miss 5 days or less at our end of year awards ceremony. (Wellbeing)	Principal	End of year
School calendar will be sent to parents and will also be posted on Aladdin and on the school website. (Leadership)	Principal	June & September
Parents will be notified of additional / unexpected closures via Aladdin. (Leadership)	Principal	When necessary
The provision of hot, appetizing meals at lunch times each day. (Wellbeing)	SNA	Daily
Attendance will continue to be noted on each child's individual report and the number of days missed will be recorded. (Leadership)	Class Teachers	Yearly
Attend the online National Attendance Strategy Meetings. (CPD)	Principal	If available
Informal chat with parents re early/late collection/late arrival. (Leadership)	Class Teachers	When necessary
Parents invited in for meeting with principal regarding early/late collection/late arrival. (Leadership)	Principal	When necessary
Record late collections/late arrival/early departures on Aladdin. (Leadership)	Class Teachers	When necessary
Put interventions in place for individual pupils (Categories B/C) to encourage early arrival/prevent early leaving. (Wellbeing)	Class Teachers	When necessary

Monitoring	<ul style="list-style-type: none"> ● Attendance will be taken daily using Aladdin. ● Record and analysis attendance using Aladdin. ● Monitor children who are absent for 3 or more consecutive days and have not notified the school. ● Monitor children approaching 15-20 day absence. ● Monitor children who missed 20 or more days in the previous school year. ● Attendance will be monitored at the end of each month/term for the reward system. ● Attendance will be reported at BOM meeting. ● Attendance levels will be monitored annually for Tusla and end of year awards. ● Absence notes will be recorded on Aladdin for all children.
Evaluation	This plan will be reviewed on an ongoing basis. An in-depth review will take place at the end of each academic year and attendance will be compared to the baseline 2024/2025 year. Parents will be updated regarding attendance via school

	<p>reports and Aladdin/phone calls/letters as necessary. The Board of Management will be updated regarding progress at meetings. The staff will decide which targets need to be adjusted or carried forward to the following year.</p> <p>School Year 2025/2026</p>		
	2025/2026	2026/2027	2027/2028
<i>Attendance</i>			
<i>Pupils absent 20+ days</i>			
<i>Pupils absent 12-19 days</i>			
<i>Unexplained regular late arrivals/early departures</i>			
Timeframe	<p>Year 1: Continue/begin all the initiatives listed above</p> <p>year 2: Evaluate and continue as appropriate in September of year 2</p> <p>year 3: Evaluate and continue as appropriate in September of year 3</p>		

Retention

Review	<p>In Cloonloo N. S., there is an ethos of open communication between home and school. Staff provide interesting, engaging and varied lessons to ensure all children can learn and access the curriculum. Learning through play is an integral part of the primary school experience as per the New Curriculum Guidelines. The school provides a wide variety of seasonal activities designed to encourage fun and participation by the pupils such as Halloween Dress up and Fun Day, World Book Day, Christmas Jumper Day, Sports Day, School Outings and Tours, Pancake Tuesday, Easter Games, Christmas Concerts etc. Full attendance and participation are the norm on these occasions.</p> <p>Children are encouraged to participate on committees such as the Green School Committee, the Active School Committee, the Student Council and the Amber Flag Committee.</p> <p>SET, EAL and SNA support are provided to targeted children.</p>
Targets	<ol style="list-style-type: none"> 1. To continue to provide positive experiences to children in St. Ronan's N.S. that will encourage continued attendance and participation in education. (Category A) 2. To continue to foster a sense of belonging. (Category A) 3. To continue to foster high expectations for all learners. (Category A) 4. To develop individualised motivators for pupils at risk of early school leaving. (Category B/C) <p>Category A: Targets/Actions for All Category B - Targets/Actions for Some - Pupils between 12-19 absence in current academic school year. Category C - Targets/Actions for Few - Pupils with 20+ days absence in current and previous academic school year(s)</p>

Actions	By Whom	When will it be done
Participate in Seasonal fun activities e.g Halloween Dress up and Fun Day, World Book Day, Christmas Jumper Day, Sports Day, School Outings and Tours, Pancake Tuesday, Easter Egg Games, Christmas Concerts etc (Wellbeing/Leadership)	All Staff	2025-2028
Organise Grandparents/Special Persons Day as part of Catholic Schools Week.	All Staff	2025-2028

Participate in Green School Activities - Garden, planting, litter picking, nature walks, biodiversity lessons, habitat studies and visits, tours etc (Wellbeing/Leadership)	Green School Committee Ms. Jordan All pupils	2025-2028
Participate in Active School Activities - Monthly Fun Days, movement breaks, exploring new sporting activities, visits from coaches and Sporting Heroes. (Wellbeing/Leadership)	Active School Committee Ms. Savage All pupils	2025-2028
Participate in Student Council Activities - Pupil Voice on a range of school issues. (Wellbeing/Leadership)	Student Council Ms. Surlis All pupils	2025-2028
Participate in Amber Flag Activities - Christmas Advent Calendar, Wellbeing/Mindfulness activities, Bí Cinéalta activities (Wellbeing/Leadership)	Amber Flag Committee Mr. Keegan All pupils	2025-2028
All pupils from First to Sixth Class will be a member of a Committee - Green Schools, Active School, Student Council, Amber Flag (Wellbeing)	1st - 6th Class Ms. Jordan Ms. Savage Ms. Surlis Mr. Keegan	2025-2028
Provide opportunities for children to learn through play e.g. playful learning as part of the new curriculum, Free Play, STEM/Project work etc (Wellbeing)	All Staff	2025-2028
Provide ongoing SET/EAL/SNA support to targeted children as per Continuum of Support. (Leadership/Wellbeing)	All Staff	2025-2028
Implement in class support in literacy and numeracy with SET/EAL/SNA support. (Wellbeing/Leadership)	All Staff	2025-2028

Provide parents with information and educational tips on the school website, in the school newsletter and /if the need arises in other areas to support their child's learning. (Leadership/Wellbeing)	Class Teachers	2025-2028
Attend training for Friends for Life. (CPD)	Ms. Surlis	2026
Implement SPHE programmes such as Fun Friends, Friends for Life, RSE, Stay Safe, Zones of Regulation, Zippy's Friends, Walk Tall, Weaving Wellbeing, Decider Skills Programme and Internet Safety to promote positive relationships, healthy mind and body, resilience, emotional regulation and personal safety. (Wellbeing/Leadership)	Class Teachers SET	2025-2028
Identify students, who are experiencing behavioural difficulties which impacts on their learning. Students will receive support from Class Teacher and SET. School Support plans will include targets which might include movement breaks, plan for self regulation and participation in programmes to suit the needs of the child. (Wellbeing/Leadership)	Class Teachers SET Parents	As necessary
Focus on children's interests to engage in learning. (Wellbeing/Leadership)	All Staff	2025-2028
Positive acknowledgement of participation in and success achieved in both school and out of school activities using school notice board, website, Seesaw, Aladdin and whole school monthly assembly. (Wellbeing/Leadership)	Class Teachers	2025-2028
Establish Playground Leaders (as part of Active Schools) to facilitate a daily playground game at lunch break for children to encourage social interactions, friendship skills and active breaks. (Wellbeing/Leadership)	Ms. Savage SNA	2025-2028
Implement befriending and buddy systems organised by Student Council.(Wellbeing)	Ms. Surlis Student Council All pupils	2025-2028
Implement interventions to promote social skills and friendships. (Wellbeing/Leadership/CPD)	SET	As required
Implement interventions to promote emotional regulation and resilience. (Wellbeing/Leadership/CPD)	SET	As required

Provide support to parents and pupils experiencing separation anxiety e.g. books (The Kissing Hand, Owl Babies, The Invisible String) and strategies (love heart on hand, perfume on teddy, fingerprint/hand impression in clay, worry stone) (Wellbeing/Leadership)	Class Teachers SET	As required
Provide opportunities for student voice e.g. Committees, Circle Time, Idea boxes, Anti-Bullying Survey etc (Wellbeing/Leadership)	All Staff	2025-2028
Provide hot, appetizing meals at lunch times each day. (Wellbeing)	SNA	Daily
Participate in weekly wellbeing activities e.g. breathing exercises, mantras, mindfulness activities etc (Wellbeing)	All Pupils	2025-2028
Hold a Wellbeing Week. (Wellbeing/Leadership)	All Staff/Pupils	2025-2028
Provide subsidised swimming lessons. (Wellbeing)	All Pupils	2025-2028
Put interventions in place for individual pupils (Categories B/C). (Wellbeing)	Class Teachers	As required.

Monitoring	<ul style="list-style-type: none"> ● Monitor attendance figures. ● Monitor late arrivals. ● Observation of Pupils participation, enthusiasm ● Pupil check in e.g. circle time, Zones of Regulation ● Teacher designed tasks on SPHE programmes ● Parental feedback at Parent/Teacher meetings or informal meetings throughout the year. ● Teacher feedback at staff meetings/Croke Park Meeting.
Evaluation	<p>This plan will be reviewed at the end of each academic year. Based on this review, the staff will decide which targets/actions need to be adjusted or carried forward to the following year.</p> <p>School Year 2025/2026</p>

Timeframe	Year 1: continue/begin all the initiatives listed above Year 2: Evaluate and continue as appropriate in September of year 2. Begin any new initiative if deemed necessary. Year 3: Evaluate and continue as appropriate in September of year 3. Begin any new initiative if deemed necessary.
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Literacy

<p>Review</p>	<p>The new PLC was implemented in the 2022-2025 DEIS plan and incorporated into Short and Long Term planning. “Words Their Way” Word Study Programme continues to be implemented in the Senior Room and UFLI in the Junior Room. Guided Reading Groups were implemented with targeted reading skills and strategies using PM readers/novels from Senior Infants to 6th Class.</p> <p>In the school year 2024/2025, 75% of children performed within or above 10 standard scores of their NRIT scores on the New Micra T (Age Based Scores)</p> <p>In the school year 2024/2025, 41% (9 out of 22) of children were at or below STEN 4 on the New Micra T (Age Based Scores). This includes EAL children.</p>
<p>Targets</p>	<ol style="list-style-type: none"> 1. To provide a wide range of language learning experiences (reading, writing, oral language) to help each child reach their full potential in literacy. (Category A) 2. To continue to embed the Whole School Literacy Plan.(Category A) 3. To enable parents to give more support at home to their child/ren’s literacy development. (Category A) 4. To compare pupil’s NRIT score and age based Micra T standard score and identify Category B/C pupils. Plan relevant interventions for pupils based on the results. (Category B/C) 5. To identify pupils performing at or below a Sten of 4 (Age Based Scores) and put interventions in place to support their literacy. (Category B/C) 6. To promote communication and English Language development for EAL pupils. (Category B) 7. To continue an early intervention programme in literacy. (Category B) 8. Implement a Modern Foreign Language as per the new Primary Curriculum Framework. (Category B) 9. To increase pupils’ use of Irish in everyday school life - By June 2028, 80% of pupils will be able to use/respond to agreed common Irish phrases confidently during classroom routines and informal interactions. (Category A) 10. Improve pupils’ oral Irish attainment - By Year 3, at least 70% of pupils in each class will ask and respond to questions in full Irish sentences appropriate to their level. (Category A) 11. Build pupil confidence and positive attitudes towards Irish. (Category A) 12. Strengthen teacher practice in oral Irish (Category A)

	<ul style="list-style-type: none"> ○ Class teachers will implement at least 3 agreed oral-language strategies consistently in their classrooms - Ciorcal Cómhra, Caint le Chéile agus Gaeilge Neamhfhoirmiúil. ○ Class teachers will plan explicitly for oral language in Irish lessons. ○ Class teachers will develop a whole school oral Irish language progression table. ○ All teachers to participate in Caint le Chéile do mhúinteoirí during breaks, at Croke Park/Staff Meetings etc <p>13. Commence CLIL with Gaeilge and Visual Arts. (Category A)</p> <p>Category A: Targets/Actions for All (Excluding Irish Exemptions)</p> <p>Category B - Targets/Actions for Some</p> <ul style="list-style-type: none"> ● Pupils whose NRIT Score is between 5 and 9 standard scores greater than their Micra-T (Ages Based Score) ● Pupils performing at Sten 3 or 4. ● EAL pupils who have received more than 2 but less than 3 years language support ● Early Intervention ● Modern Foreign Language (3rd - 6th Class) <p>Category C - Targets/Actions for Few</p> <ul style="list-style-type: none"> ● Pupils whose NRIT score is 10 or more standard scores greater than their Micra-T (Ages Based Score) ● Pupils performing at Sten 1 or 2. ● EAL pupils who have received less than 2 years language support
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Actions	By Whom	When will it be done
Take part in Professional Development Support for the implementation of the Primary Curriculum Framework - two full day school closures (CPD)	All Teaching Staff	2025/2026
Attend courses in various areas of the PLC. (CPD)	All Teaching Staff	2025- 2028

Devise an oral Irish language progression table. (Leadership/CPD)	Classroom Teachers	2026 - 2028
Implement Short Term and Long Term Plans based on the PLC. (Leadership)	All Teaching Staff	2025-2028
Provide opportunities for children to give oral presentations to peers/staff/unfamiliar adults e.g. Assembly, Projects, Interest Talks etc (Wellbeing)	All Pupils	2025-2028
Write a Book Project (Wellbeing)	All Pupils	Term 3 2027
Differentiated Word Study/Spelling Programme (Words Their Way/UFLI) (Wellbeing)	Junior Infants - 6th Class	2025-2028
Differentiated PM readers and novels/selected texts (Fiction/Non-Fiction) for those who test above level 30 and are assessed as Independent Readers (Wellbeing)	Junior Infants - 6th Class	2025-2028
Implement Guided Reading Groups with targeted reading skills and strategies. (Wellbeing/Leadership)	Senior Room	2025-2028
Early Intervention Reading with Junior Room focusing on targeted reading skills and strategies e.g. word decoding, fluency, comprehension, retelling etc (Wellbeing/Leadership)	Junior Room	2025-2028
Buddy Reading Programme between junior room and senior room in term 3 for 6 weeks. (Wellbeing/ Leadership)	All Pupils	2025-2028
Develop retelling strategy in Non-Fiction texts using graphic organisers. (Wellbeing)	Senior Room	2025-2028
Address individual needs as per the Continuum of Support (Wellbeing)	Class Teachers SET	2025-2028
Withdraw pupils for 1:1 or small groups literacy interventions if a need arises. (Leadership, Wellbeing)	SET	If necessary
Implement the Building Bridges to Comprehension throughout the school (as per the Whole School Plan) (Leadership)	All Pupils	2025-2028

Provide Literacy tips for parents on the school website, at P/T meetings, in the end of year school reports and in newsletters. (Wellbeing, Leadership)	Class Teachers	2025-2028
Implement Read to Self/DEAR time to encourage reading for pleasure. (Wellbeing)	All Pupils	2025-2028
Celebrate literacy events e.g. World Book Day, Roald Dahl Day etc (Wellbeing)	All Pupils	2025-2028
Implement an Early Intervention Phonics Programme with support staff. (UFLI) (Leadership/Wellbeing)	Junior Room	2025-2028
Implement writing genres as per Whole School Plan (Leadership)	All Pupils	2025-2028
Use digital literacy resources e.g. Reading Eggs, Get Epic (Wellbeing)	All Pupils	2025-2028
Staff CPD on Modern Foreign Language	Senior Room Teacher SET	2025- 2028
Research resources to support the implementation of the Modern Languages Curriculum	Principal	2025-2028
Use the online resource called "Language Nut."	EAL Senior Room	2025-2028
Begin teaching a Modern Foreign Language in the Senior Room	Senior Room SET/Classroom Teacher	2026-2028
Survey pupils/parents/staff on oral Irish.	All Pupils All Parents All Staff	2026
Create an oral Irish language progression table for Stages 1-4 based on the Irish themes.	Classroom Teachers	2026 - 2028
Create a table of daily Irish phrases to be used throughout the school by all staff.	All Staff	2026

Assess pupils before and after using the language of the progression table.	Classroom Teachers	2026 - 2028
Children will participate in a range of activities to build confidence and foster positive attitudes towards Irish such as Ciorcal Cómhra, Caint le Chéile agus Gaeilge Neamhfhoirmiúil.	All pupils	2026 - 2028
Introduce a “Gaeilgeoir na Míosa” award at monthly assemblies.	Classroom Teachers	2026 - 2028
Commence CLIL with Gaeilge and Visual Arts.	Classroom Teachers	Term 3 2027
Class teachers will ensure that is a daily oral language element in all formal Irish lessons.	Classroom Teachers	2026 - 2028
Staff will participate in Caint le Chéile do mhúinteoirí regularly during breaks, at Croke Park/Staff Meetings etc	All Staff	2026 - 2028

Monitoring	<ul style="list-style-type: none"> ● Discuss our literacy plan as part of Croke Park hour/Staff Meetings. ● Monitor Age Based Standardised Test Results (Micra-T) and compare with NRIT Scores. ● Monitor pupils performing at or below a Sten of 4 (Age Based Scores) ● Observe/assess performance in the various strands of the curriculum and identify areas for additional interventions. ● Pupil/Teacher/Parent Surveys ● Assessments - PM Assessment Kit, MIST, Micra T, SWST, UFLI Progress Monitoring, Schonell Reading/Spellings, The Common European Framework of Reference for Languages for Non-English Speaking Pupils at Primary Level (EAL), Oral Irish Progression Table. ● Feedback from parents at P/T meetings, on Aladdin etc ● Teachers will observe the level of spontaneous Irish during transitions, lining up, and classroom management.
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Evaluation	<p>This plan will be reviewed on an ongoing basis. An in-depth review will take place at the end of each academic year and standardised literacy results will be analysed . Based on this analysis, we will plan interventions for the following year. The staff will decide which targets/actions need to be adjusted or carried forward to the following year.</p> <p>School Year 2025/2026</p>		
	2025/2026	2026/2027	2027/2028
NRIT vs Micra T (Age Based Scores) * of children with NRIT			
At or below Sten 4 in Micra T (Age Based Scores)			
Excluded Children			
% of pupils able to use/respond to agreed common Irish phrases			
% of pupils able to respond to questions in full Irish sentences appropriate to their level			
Timeframe	<p>Year 1: continue/begin all the initiatives listed above</p> <p>Year 2: Evaluate and continue as appropriate in September of year 2. Begin any new initiative if deemed necessary.</p> <p>Year 3: Evaluate and continue as appropriate in September of year 3. Begin any new initiative if deemed necessary.</p>		

Numeracy

<p>Review</p>	<p>Over the course of the last DEIS plan, the new teaching strategies and approaches of the PMC were implemented. Short and Long Term plans based on the PMC were implemented but a Whole School Plan needs to be developed. A wide range of CPD courses were attended by staff in the area of the PMC. Topic specific information sheets should be sent home as the need arises.</p> <p>In the school year 2024/2025 the children were assessed using the Sigma T. 100% of children performed within or above 10 standard scores of their NRIT scores.</p> <p>Over the term of the last DEIS plan, the number of children scoring more than 60% on the Performing Computations and Using Procedures Skills section of the Sigma T increased from 36% to 64%.</p> <p>Category B/C pupils performing at or below a Sten of 4 had numeracy interventions put in place e.g. In class support from SET.</p> <p>Over the term of the last DEIS plan, the number of students who scored above 50% in the Sigma T Problem Solving increased from 23% to 50%.</p> <p>In the school year 2024/2025 13% of pupils increased their standard numeracy score on the Sigma T by 2 standard scores.</p> <p>Computation skills (tables) results were poor. In the school year 2024/2025, only 17% were at/above the target for their age in addition and subtraction. 0% were at/above the target for their age in multiplication and 20% were at/above the target for their age in division. (Ballard and Westwood Assessment)</p>
<p>Targets</p>	<ol style="list-style-type: none"> 1. To provide a wide range of mathematical learning experiences to help each child reach their full potential in numeracy. (Category A) 2. To foster a positive disposition towards Maths. (Category A) 3. To continue using the PMC throughout the school. (Category A) 4. To develop a whole school PMC plan. (Category A) 5. To compare pupil's NRIT score and Sigma T standard score and identify Category B/C pupils. Plan relevant interventions for pupils based on the results. (Category B/C) 6. To identify pupils performing at or below a Sten of 4 and put interventions in place to support their numeracy (Category B/C)

7. 20% of children will be at/above class norms on the Ballard and Westwood Assessment. (Category A)
8. 70% of children will score above 60% on the Performing Computations and Using Procedures Skills Section of the Sigma T. (Category B/C)
9. 55% of children will score above 50% in the Sigma T Problem Solving Section. (Category B/C)
10. To increase the standard numeracy scores of students, on average, by 2 standard scores over the duration of the plan. (Category A)
11. To enable parents to give more support at home to their child/ren's numeracy development. (Category A)
12. To promote the understanding of mathematical language. (Category B)

Category A: Targets/Actions for All

Category B - Targets/Actions for Some

- Pupils whose NRIT Score is between 5 and 9 standard scores greater than their Sigma-T (Ages Based Score)
- Pupils performing at Sten 3 or 4.
- Pupils performing between 40 -59 using Procedures and Performing Computations in their Sigma T.
- Pupils performing between 40- 49 in Problem Solving in their Sigma T.
- EAL Pupils

Category C - Targets/Actions for Few

- Pupils whose NRIT score is 10 or more standard scores greater than their Sigma-T (Ages Based Score)
- Pupils performing at Sten 1 or 2.
- Pupils performing between 1 -39 using Procedures and Performing Computations in their Sigma T.
- Pupils performing between 1- 39 in Problem Solving in their Sigma T.

Actions	By Whom	When will it be done
Survey the pupils current attitude towards Maths. (Leadership)	Class Teachers	September & June 2026-2028

Hold a "Maths Week" to include a maths trail each year. (Wellbeing)	Class Teachers	October 2025-2028
Attend OIDE training on the PMC. (CPD)	All Staff	If available
Attend CPD courses on Maths. (CPD)	All Staff	Ongoing
Continue implementing the new teaching strategies and approaches of the PMC using engaging activities. (Leadership, CPD, Wellbeing)	All Teaching Staff	2025-2028
Implement Short Term and Long Term Plans based on the PMC. (Leadership)	All Teaching Staff	2025-2028
Implement a Whole School Plan based on the PMC. (Leadership)	ISL	After training by OIDE
Provide team teaching/small group work with SET Teachers and class teachers with target pupils identified in SET/Classroom planning. (Leadership/Wellbeing)	Class Teachers SET Teachers	2025-2028
Withdraw pupils for 1:1 or small groups maths interventions as needs arise. (Leadership/Wellbeing)	SET	If necessary
Create a Classroom Maths Display focusing on problem solving strategies, tables and mathematical language. (Leadership/Wellbeing)	Classroom Teachers	2025-2028
Mathematical language explicitly taught to EAL pupils. (Wellbeing)	All Teaching Staff	2025-2028
Use IT programmes to improve computation fluency and accuracy e.g. Times Tables Rock Stars, Numbots, Mathletics (Wellbeing)	Class Teachers	2025-2028
Use tables songs and games to develop and reinforce computation fluency and accuracy. (Wellbeing)	Class Teachers	2025-2028
Conduct the Ballard and Westwood Assessment 3 times annually. (Leadership)	Class Teachers	December, April,

		June 2025-2028
Daily revision of previously taught topics e.g. Daily 10 (Topmarks), Mental Maths Book etc (Wellbeing)	All Teaching Staff	2025-2028
Teach the RUCSAC method for problem solving throughout the school and incorporate this method into maths lessons. (Leadership)	All Teaching Staff	2025-2028
Introduce a practical problem to be solved in pairs/small groups weekly. (Wellbeing)	All Teaching Staff	2025-2028
Use maths journals. (Leadership/Wellbeing)	Class Teachers	2025-2028
Provide Mathematical tips for parents on the school website, at P/T meetings, in the end of year school reports and in newsletters. (Leadership/Wellbeing)	Class Teachers	2025-2028
Send topic specific information sheets home. (Leadership/Wellbeing)	Class Teachers	As required

Monitoring	<ul style="list-style-type: none"> ● Discuss our numeracy plan as part of Croke Park Hour/Staff Meetings. ● Analyse Standardised Test Results (Sigma-T) and compare with NRIT Scores. ● Monitor pupils performing at or below a Sten of 4. ● Analyse the Computations and Using Procedures Skills Scores on Sigma T from year to year. ● Analyse Problem Solving Scores on Sigma T from year to year. ● Analyse Individualise Sigma T standardised test scores. ● Observe/assess performance in the various strands of the curriculum and identify areas for additional interventions. ● Pupil Surveys ● Conduct the Ballard and Westwood Assessment 3 times annually to monitor computation skills. ● Feedback from parents at P/T meetings, Parents Association etc ● Teacher Designed Tasks & Tests/Mental Maths Books/Daily Revision of Skill ● Maths Journal
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Evaluation	<p>This plan will be reviewed on an ongoing basis. An in-depth review will take place at the end of each academic year and standardised numeracy results will be analysed . Based on this analysis, we will plan interventions for the following year. The staff will decide which targets/actions need to be adjusted or carried forward to the following year.</p> <p>School Year 2025/2026:</p>		
	2025/2026	2026/2027	2027/2028
NRIT vs Sigma T (Age Based Scores) * of children with NRIT			
% of pupils who improved by 2 standard scores			
At or below Sten 4 in Sigma T			
Children who scored less than 50% in Problem Solving in Sigma T			
Children who scored less than 60% in Performing Computations and Using Procedures			
Excluded Children			

Ballard and Westwood

	2025/2026 (Summer)		2026/2027 (Summer)		2027/2028 (Summer)	
	At or Above	Below	At or Above	Below	At or Above	Below
Addition						
Subtraction						
Multiplication						
Division						

Supporting Educational Transitions

Review	<p>St. Ronan's N.S. has very strong links with the local secondary schools and the staff are confident that these links support and help their pupils and families to cope with transitioning from primary to secondary school. The school has developed a good rapport with a range of preschools in the area e.g. Busy Bees Preschool, Breffni Childcare, Pear Tree Playschool, Rainbow Road Preschool. There is a need to create an Information booklet for new families.</p>
Targets	<p>Transitions from Preschool or other school</p> <ol style="list-style-type: none"> 1. To continue developing links between the preschools/other schools and the primary school to aid the transition process. (Category A) 2. To support parents and children through the transfer phase from preschool or other primary school to St. Ronan's N.S. (Category A) 3. To put in place the necessary accommodations for EAL/SEN pupils. (Category B/ C) <p>Transition to Post Primary school</p> <ol style="list-style-type: none"> 1. To continue developing links between the primary and post primary school to aid the transition process. (Category A) 2. To support parents and children through the transfer phase from primary school to post primary school. (Category A) 3. To complete the Education passport for sixth class pupils. (Category A) 4. To liaise closely with SET team in Post Primary regarding pupils with SEN (Category B/C) 5. To implement a transition programme for children transitioning to special class settings. (Category C) <p>Category A: Targets/Actions for All Category B - Targets/Actions for Some</p> <ul style="list-style-type: none"> ● Pupils on the Continuum of Support: Support for Some ● EAL Pupils <p>Category C - Targets/Actions for Few</p> <ul style="list-style-type: none"> ● Pupils on the Continuum of Support: Support for Few

Actions (Pre-School/Other School)	By Whom	When will it be done
Annual Admissions Notice will be posted on the School Website. (Leadership)	Ms. Surlis	February 2026-2028
A flyer will be sent to all the local preschools detailing information about the school and the admissions procedure for preschool staff to give to parents if necessary. (Leadership)	Ms. Surlis	As required in February each year
Open day will be advertised in local media, parish newsletter and signs will be displayed on approach roads during the enrolment period if necessary. (Leadership)	Ms. Surlis Caretaker	As required in March each year
Hold an open day/evening for all prospective new enrolments to encourage families to visit the school. An enrolment and information pack will be provided. (Leadership)	Classroom Teachers	February/March 2026-2028
An enrolment and information pack will be provided to parents of children transitioning from other schools and they will be invited to visit the school and meet the class teacher prior to starting. (Wellbeing/Leadership)	Class Teachers	2026-2028
New Junior Infant pupils will be invited to visit the school for a few hours to meet the teacher and visit their classroom. (Wellbeing/Leadership)	Ms. Jordan	June 2026-2028
Parents of Junior Infants Pupils will be invited to meet with the Class Teacher to discuss starting school. (Leadership/Wellbeing)	Ms. Jordan Ms. Surlis	June 2026-2028
Create a school information booklet. (Wellbeing/Leadership)	All Staff	2026/2027
Class teacher will link in (email/phone/meet) with preschools of enrolled Junior Infant pupils to provide any necessary transition support e.g. photographs of classroom/teachers etc and to gather information if possible. (Wellbeing/Leadership)	Ms. Jordan	April-June 2026-2028
Seek permission from parents to request school reports/information from previous schools attended. (Leadership)	Class Teachers	2026-2028
Observe children with complex needs in the preschool setting (if possible) (Leadership/Wellbeing)	Ms. Jordan/SET	2026-2028

Prepare a Social Story on the move to Primary School for pupils with complex needs. (Wellbeing/Leadership)	Ms. Savage Ms. Jordan	April- June 2026-2028
Invite pupils with complex needs to visit the school in August. (Wellbeing/Leadership)	Class Teachers	As necessary.
Actions (Post Primary School)	By Whom	When will it be done
The principals of the local secondary schools will be welcomed to the school. They will give the pupils an information pack on what their school has to offer. (Wellbeing/Leadership)	Ms. Surlis	January 2026-2028
Obtain sample timetables for PP Schools and practice using them with the children. (Wellbeing/Leadership)	Ms. Surlis	2026-2028
Education passports will be prepared for each pupil in 6th class. (Leadership/Wellbeing)	Ms. Surlis	June 2026-2028
Lines of communication will be open between principal, support teacher, teacher and necessary post primary personnel regarding any special needs of children for any children transitioning to post primary school. (Leadership/Wellbeing)	Ms. Surlis SET	2026-2028
SET facilitates a transition programme for children with complex needs. (Leadership/Wellbeing)	SET	As necessary
SET/SNA supports children with complex needs with the transition to Post Primary Education by visiting the Post Primary School. (Leadership/Wellbeing)	SET SNA	As necessary
Participation in parish events i.e., parish blitz's, sports events such as Community Games, Credit Unit Quiz, Confirmation Programmes will be encouraged to allow children to meet and form friendships with children from the other schools in the parish (Leadership/Wellbeing)	Ms. Surlis	2026-2028
A graduation ceremony will take place for the 6th class children to celebrate the end of their primary school journey and a certificate will be presented to all children. (Leadership/Wellbeing)	Ms. Surlis	June 2026-2028
Graduation hoodies will be purchased for 6th class pupils. (Leadership/Wellbeing)	Ms. Surlis	May

		2026-2028
Other	By Whom	When will it be done
Children making the transition from the Junior Room to the Senior Room will participate in art classes in the Senior Room. (Wellbeing)	Ms. Surlis	May/June 2026-2028
Parents of pupils moving from the Junior Room to the Senior Room and parents of new pupils to the school will be invited to meet with the class teacher . (Wellbeing/Leadership)	Class Teacher	September 2026-2028

Monitoring	<ul style="list-style-type: none"> ● Pupil feedback regarding information evenings, open days, visits to primary/post primary schools and other transition events. ● Parental feedback regarding information evenings, open days, visits to primary/post primary schools and other transition events ● Teacher feedback at staff meetings/Croke Park hours. ● Continue to strengthen relationships between local preschools and post primary schools to ensure open lines of communication. ● Monitor attendance at information evenings, open days, etc and follow up with parents who were unable to attend to provide information packs etc ● Monitor various transition periods (i.e. the start of junior infants and the end of 6th class) and to keep parents informed about their child's progress during these. ● Continue to update flyers/information packs/website in an effort to let prospective parents/ families see what happens in the school.
Evaluation	<p>This plan will be reviewed at the end of each academic year. Based on this review, the staff will decide which targets/actions need to be adjusted or carried forward to the following year.</p> <p>School Year 2025/2026:</p>
Timeframe	<p>Year 1: continue/begin all the initiatives listed above</p> <p>Year 2: Evaluate and continue as appropriate in September of year 2. Begin any new initiative if deemed necessary.</p> <p>Year 3: Evaluate and continue as appropriate in September of year 3. Begin any new initiative if deemed necessary.</p>

Partnership with Parents and Others

<p>Review</p>	<p>St. Ronan's N.S. has a supportive parent body and it has strong links with many groups in the local community. A new school website was developed as part of the last DEIS plan.</p> <p>We utilised the skill set of our parent body and members of the local community for school events/projects and extra-curricular activities - Drama workshops, gardening, safety talks by local Garda. The school organised training with Middletown Centre for Autism for parents and professionals in the North West Region. Training took place over 5 days with sessions for parents and for professionals. Staff and parents from our school attended and found it very beneficial.</p> <p>Staff were made aware of the Employee Assistance Service and contact details are displayed in the Staff Room. Staff participated in wellbeing activities - Social Outings, Birthday Celebrations. Senior members of staff undertook Forbairt Training and established an In-school Leadership Team.</p>
<p>Targets</p>	<ol style="list-style-type: none"> 1. To continue to foster a welcoming and inclusive culture for parents within the school community. (Category A) 2. 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.(Category A) 3. To ensure that parents are aware of how they can act as a resource for their children's educational development. (Category A) 4. To continue to improve upon the avenues of communication between the home and school. (Category A) 5. Continue to maintain links with external agencies and organisations. (Category A) 6. Maintain 100% attendance at P/T meetings. (Category A) 7. Maintain regular communication with parents of EAL/SEN pupils (Category B) 8. To support parents of pupils with high absenteeism and late arrivals and collections. (Category C) <p>Category A: Targets/Actions for All Category B - Targets/Actions for Some</p> <ul style="list-style-type: none"> ● Parents of EAL/SEN Pupils

	<p>Category C - Targets/Actions for Few</p> <ul style="list-style-type: none"> Parents of pupils with high absenteeism and late arrivals and collections.
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Actions	By Whom	When will it be done
Provide parents with a variety of means of communication with the school e.g. Face to face meetings (by appointment), Aladdin, emails, Seesaw, school mobile phone, notes etc (Leadership/Wellbeing)	Staff Parents	2026-2028
Provide information, school updates and educational tips on the school website, on Aladdin, in the school newsletter, in the enrolment pack and /if the need arises in other areas. (Leadership/Wellbeing)	Class Teachers	2026-2028
Provide EAL parents with translated newsletters and school calendar. (Leadership)	Ms. Surlis	2026-2028
Maintain close communications with EAL parents through the use of Aladdin, texts, emails and meetings.	Ms. Surlis	2026-2028
Policies will be made available for parents to view on the School Website and a hard copy will be made available to Parents (if requested). Feedback will be welcomed. (Leadership/Wellbeing)	Ms. Surlis Parents	2026-2028
Provide an online platform for the children's work so it can be viewed and/or monitored by parents e.g. School Website, Seesaw, Google Classroom. (Wellbeing)	All Staff	2026-2028
Communicate with parents when things are going well for their child and acknowledge children's progress and achievements e.g. Bronze/Silver/Gold Awards, Pupil of the Month/Sports Star of the Month Awards, Kindness Award, Gaeilgeoir na Míosa, Student of the Week Award, in class reward systems, posting of work/achievements on various platforms etc (Leadership/Wellbeing)	All Teachers	2026-2028
Use communication diaries with SEN pupils (as required)	All Teaching Staff & SNAs	2026-2028

Open day/evening for parents of enrolling pupils. (Leadership/Wellbeing)	Class Teachers	2026-2028
Invite parents to re-establish a Parents Association. (Leadership/Wellbeing)	Ms. Surlis	2025-2028
Invite all parents to P/T meetings in February annually. (Leadership/Wellbeing)	All Staff	February 2026-2028
Review Support Plans and implement new support plans in October and February annually. (Leadership/Wellbeing)	All Staff	October/February 2025-2028
Invite parents to suggest and/or attend talks by experts on issues relevant to their children's education. (Leadership/Wellbeing/CPD)	Staff Parents	2026-2028
Host information meetings for parents e.g. transition meetings, RSE, Internet Safety (Leadership/Wellbeing/CPD)	Staff Parents	2026-2028
Utilise the skill set of our parent body and local members in the community for school events/projects and extra-curricular activities e.g. School Garden Project, fundraising etc (Leadership/Wellbeing)	Staff Parents	2026-2028
External pathways to support will be sent on Aladdin and/or available on the school website. (Wellbeing/Leadership)	Staff	2026-2028
Continue to promote links with external agencies including Cumann na mBunscol, Sligo Sports Partnership, Cloonloo Development Association, Community Games, Boyle Library, Emergency Services (Fire Brigade, Gardaí), RSA, Green Schools, Active Schools, Amber Flag, HSE, OIDE etc (Leadership/Wellbeing/CPD)	Staff	2026-2028
Continue to link with parish and priest for liturgical events including seasonal prayer services, Grandparents Day, Start/End of School Year Mass, end of year graduation and sacramental preparation. (Leadership/Wellbeing)	Staff	2026-2028
Staff will be made aware of the Employee Assistance Service to support personal and professional wellbeing. Contacts for the Employee Assistance Service will be posted on the Staff Notice Board. (Leadership/Wellbeing)	Ms. Surlis Staff	2026-2028

Staff will be invited to Staff Meals. (Leadership/Wellbeing)	Wellbeing Committee	2026-2028
Staff will participate in staff team building and wellness exercises e.g. Cinema trip, Bowling, Afternoon Tea, Spa Retreat, Walk and Talk, Hike, Health and Wellbeing Talks, Yoga/Pilate/Dance Class (Leadership/Wellbeing)	Wellbeing Committee	2026-2028
Create a Dignity at Work Policy (Leadership)	Class Teachers	2026-2028
Induction for new staff members. (Leadership/Wellbeing)	ISL	As required
New staff members will be given a mentor to help and guide them through the new school systems. (Leadership/Wellbeing)	All Staff designated by Principal	As required

Monitoring	<ul style="list-style-type: none"> ● Parental feedback at Parent/Teacher meetings or informal meetings throughout the year. ● Communications between parents and staff. ● Repeat Wellbeing Survey annually. ● Attendance at P/T meetings, school events, information meetings. ● Formation of Parents Association? ● Level of volunteerism by parents ● Staff meetings/Croke Park to discuss and plan external agency engagement.
Evaluation	<p>This plan will be reviewed at the end of each academic year. Based on this review, the staff will decide which targets/actions need to be adjusted or carried forward to the following year.</p> <p>School Year 2025/2026:</p>
Timeframe	<p>Year 1: continue/begin all the initiatives listed above</p> <p>Year 2: Evaluate and continue as appropriate in September of year 2. Begin any new initiative if deemed necessary.</p> <p>Year 3: Evaluate and continue as appropriate in September of year 3. Begin any new initiative if deemed necessary.</p>

Documents Referenced in our DEIS Plan

- Looking at Our School 2022: A Quality Framework for Primary Schools and Special Schools
- Looking at.....series
- DEIS Plan 2022-2025
- Looking at DEIS Action Planning for Improvement in Primary and Post-Primary Schools
- SSE Primary Schools 2016-2022
- Wellbeing Policy Statement and Framework for Practice

Timeframe: This plan will be implemented immediately and reviewed annually by the staff.

Ratified by the Board of Management: Ratified by the Board of Management on 26th January 2026.

Signed: Fr. Joseph Caulfield

Chairperson Board of Management

Date: 26/1/26

Signed: Maria-Goretti Surlis

Principal

Date: 26/1/26