



**DEIS Plan 2025-2026**  
**Mol an Óige Community National School**

**Date of ratification by Board of Management: 2026**

<b>School Context</b>
<b>Patron:</b> Limerick and Clare Education and Training Board (LCETB)
<b>Chairperson:</b> Neil Haran
<b>Acting Principal:</b> Elda Rush
<b>Staff:</b> 5 Mainstream Class Teachers, 3.1 Special Education Teachers, 3.33 SNAs, 1 secretary and 1 caretaker.
<b>Pupils:</b> 103
<b>Parents:</b> Parents on BOM
<b>Mission Statement</b> <b>Mol an Óige Community National School</b> is a co-educational, multi-denominational, child-centred Community National School which delivers the national curriculum through a Steiner pedagogical approach.  <b>Excellence in Education:</b> Education for the 'Head, Hands and Heart' - the Steiner pedagogical approach - is honoured through an approach that emphasises experiential, creative and active learning with a view to fostering resilience, independence and lifelong learning skills. <b>Care:</b> Mol an Óige CNS is a learning community that encourages and develops care for ourselves, care for each other and care for the environment.

**Equality:** In all aspects of school life, all members of our school community are treated equitably regardless of their race, gender, religion/belief, age, family status, civil status, membership of the Traveller community, sexual orientation, ability or socio-economic status.

**Community:** Mol an Óige CNS is a learning community that seeks to foster a sense of connection, community and kindness through its communal celebrations of festivals with students, staff and parents.

**Respect:** Respectful attitudes towards oneself, others and the environment are nurtured and developed.

**Our DEIS Philosophy:** The educational progress and welfare of each child is the over-riding consideration in decisions reached at by our teachers and BOM.

**Purpose of the Plan:** The purpose of the DEIS plan is to identify SMART targets in the 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:**

**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 the DEIS plan:** New plan drawn up with staff and shared with the BOM.

**5) Put the 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.

**School Strengths**

- A proactive Board of Management whose members are interested and committed to the successful running and upkeep of the school.

- 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.
- A wide range of academic, sporting and extra-curricular activities.
- In Class Support, in the areas of literacy and numeracy, has been established in different classes.
- Attainment levels are good for pupils in literacy and numeracy.
- School lunches are available to pupils each day.

#### **Review of Plan 2025-2026**

- Pupil feedback will be sought through oral questioning/questionnaires/work samples/observation of pupil interaction.
- Parental feedback will be sought through feedback at parent/teacher meetings and questionnaires.
- Standardised test scores will be analysed.
- Teacher designed assessments will be analysed.
- Teacher observation/reflection and whole staff discussion at staff meetings will be the primary monitoring tool.
- Continuing CPD will be availed of by the whole staff.

#### **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 questionnaires will be used to evaluate success.
- Standardised test scores and teacher designed assessments will be analysed to determine achievement of targets.
- 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.

# Attendance

**Attendance Overview:**

**Strong Sense of Community**

Practitioners in Mol an Óige support a sense of belonging from strong personal relationships and individual learning plans. Creativity is encouraged through classroom décor, handmade crafts, and artistic expression interwoven throughout the curriculum. Teachers provide a steady rhythm, which ensures wholesome repetition and emotional security for children. Key strategies to improve attendance: fostering relationships, enhancing parent communication through website updates, newsletters and directory information, plus regular sharing of student attendance and meetings.

<b>Attendance</b>	<b>2024/2025</b>	<b>2025/2026</b>	<b>2026/2027</b>
<b>Review &amp; Evidence</b>	<p>2021/2022 – average yearly attendance 83.4%</p> <p>2022/2023 – average yearly attendance 83.1%</p> <p>2023/2024 – average yearly attendance 87.1%</p> <p><b>Our attendance figures demonstrate a consistent upward trend.</b></p> <p>Our school’s attendance is supported by a positive learning environment, engaging initiatives such as breakfast club and after-school clubs, and a strong sense of community, particularly evident during festivals and celebrations like World Book Day and Saint Brigid’s Day.</p> <p>A targeted approach is being taken to support a prioritised group of students with poor attendance, offering tailored interventions including breakfast clubs, Music Generation classes and involvement in the student Council to re-engage them with school life.</p> <p>Our Attendance DEIS plan is informed by analysis of attendance data via Aladdin, pupil voice and feedback, and insights from a parent survey.</p>		

<p><b>Targets</b></p>	<ol style="list-style-type: none"> <li>1. To restore attendance to Pre-Covid pandemic levels of 89.5% (2018/19) over the next 3 years. (Universal Group)</li> <li>2. To reduce the number of target pupils with absences of more than 20 days by 20% over the next 3 years. (Prioritised Group)</li> <li>3. To increase the number of children on regular/satisfactory attendance from 15.4% (2023/34) to 18% over three years. (Prioritised Group)</li> <li>4. To decrease the number of children on poor attendance/Tier 3 from 56.4% (2023/24) to 48% over three years. (Prioritised Group)</li> </ol>	
<p><b>Action Plan</b></p>	<p><b>Who does what?</b></p>	<p><b>When will it be done?</b></p>
<ul style="list-style-type: none"> <li>• Continue to conduct a whole school approach to the tracking and monitoring of absence notes detailing dates and reasons for absence. This will be filed for future reference.</li> <li>• Contact to be made with parents of children who are absent for 3 or more days in the week and have not notified the school.</li> <li>• Parents will continue to be notified by letter when a child reaches 15/20 days absent.</li> <li>• Good attendance will be encouraged through the involvement of pupils in sporting activities, school festivals,</li> </ul>	<p>Class Teachers, Post Holder</p> <p>Class Teachers</p> <p>Post Holder</p> <p>All Staff</p>	<p>Ongoing</p> <p>When necessary</p> <p>When necessary</p> <p>Ongoing</p>

<p>drama and music activities, class plays and holistic projects.</p> <ul style="list-style-type: none"> <li>• The provision of meals at lunch times each day.</li> <li>• Attendance will continue to be noted on each child’s individual report and number of days missed will be recorded.</li> <li>• Breakfast club and After-school club will continue throughout the year.</li> <li>• To continue with the recording and analysis of attendance using Aladdin.</li> <li>• To ensure that attendance concerns are dealt with in a supportive manner.</li> <li>• To comply with Attendance reporting procedures to TUSLA.</li> </ul>	<p>Principal, Carambola “Lunch Person”</p> <p>Principal, Class Teachers</p>	<p>Daily</p> <p>June</p>
<p><b>Monitoring</b></p>	<ul style="list-style-type: none"> <li>• Attendance will be monitored daily using Aladdin.</li> <li>• Attendance levels will be monitored annually for Tusla.</li> </ul>	
<p><b>Evaluation</b></p>	<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 attendance will be compared to the baseline 2023/2024 year. Parents will be updated regarding attendance via school letters and at Parent/Teacher meetings. 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>	

## Numeracy 2025/26

**Evidence:** Our Numeracy DEIS plan is informed by analysis of standardised test results, pupil voice and feedback, and insights from a parent survey.

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<b>Targets</b>	<b>Actions</b>	<b>Review 2024/25</b> (Red indicates an increase)
<p><b>1. Increase the average class percentile of pupils correctly solving word problems on SIGMA - T assessments by 2% annually ( 2<sup>nd</sup> Class to 6<sup>th</sup> Class). Universal Group</b></p>	<ul style="list-style-type: none"> <li>• Explicit teaching of problem solving vocabulary</li> <li>• Targeted small group intervention</li> <li>• Visual strategy displays</li> <li>• Weekly real-life word problem tasks</li> <li>• Station teaching with problem solving language, comprehension &amp; strategies for word problems</li> </ul>	<p><b>Problem Solving Results</b> <b>Class Average: 2<sup>nd</sup> – 6<sup>th</sup> Class</b></p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Class- 35<sup>th</sup> Percentile (2025)</li> <li>• 2<sup>nd</sup> Class 31<sup>st</sup> Percentile (2024)</li> <li>• 3<sup>rd</sup> Class - 46<sup>th</sup> Percentile (2025)</li> <li>• 3<sup>rd</sup> Class – 55<sup>th</sup> Percentile (2024)</li> <li>• 4<sup>th</sup> Class - 64<sup>th</sup> Percentile (2025)</li> <li>• 4<sup>th</sup> Class – 49<sup>th</sup> Percentile (2024)</li> <li>• 5<sup>th</sup> Class - 45<sup>th</sup> Percentile (2025)</li> <li>• 5<sup>th</sup> Class – 36<sup>th</sup> Percentile (2024)</li> <li>• 6<sup>th</sup> Class - 49<sup>th</sup> Percentile (2025)</li> <li>• 6<sup>th</sup> Class – 46<sup>th</sup> Percentile (2024)</li> </ul>
<p><b>2. Increase the average class percentage of pupils in 2<sup>nd</sup> Class correctly solving word problems on Sigma – T assessments by 4 % in 2025-26. (Selected Group)</b></p>	<ul style="list-style-type: none"> <li>• Daily Problem Solving Activity: 10 minutes focussing on word problems, using concrete objects and visual aids.</li> <li>• Language Focus: Teach vocabulary like “altogether”, “more”, “How many”, etc.</li> <li>• Word Problem of the Week</li> <li>• Partner Problem Solving; Pair pupils to solve word problems.</li> </ul>	<p style="text-align: center;"><b>2nd Class SIGMA – T Results: Class Average</b></p> <p>2025 – 35<sup>th</sup> Percentile 2024 – 31<sup>st</sup> Percentile 2023 – 25<sup>th</sup> Percentile</p>

<p><b>3. Increase the average class percentage of pupils correctly answering Shape and Space questions on SIGMA – T assessments by 2% annually.</b> <b>Universal Group</b></p>	<ul style="list-style-type: none"> <li>• Weekly Shape Investigations; 10 minute hands on sessions exploring 2D/3D shapes</li> <li>• Using Real-Life Examples</li> <li>• Explicit teaching of Shape and Space Vocabulary</li> <li>• Targeted small group support</li> </ul>	<p><b>Class Average: 2<sup>nd</sup> – 6<sup>th</sup> Class</b></p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Class - 40<sup>th</sup> Percentile (2025)</li> <li>• 2<sup>nd</sup> Class - 53<sup>rd</sup> Percentile (2024)</li> <li>• 3<sup>rd</sup> Class – 41<sup>st</sup>Percentile (2025)</li> <li>• 3<sup>rd</sup> Class – 86<sup>th</sup> Percentile (2024)</li> <li>• 4<sup>th</sup> Class - 88<sup>th</sup> Percentile (2025)</li> <li>• 4<sup>th</sup> Class – 56<sup>th</sup> Percentile (2024)</li> <li>• 5<sup>th</sup> Class - 66<sup>th</sup> Percentile (2025)</li> <li>• 5<sup>th</sup> Class – 43<sup>rd</sup> Percentile (2024)</li> <li>• 6<sup>th</sup> Class - 60<sup>th</sup> Percentile (2025)</li> <li>• 6<sup>th</sup> Class – 56<sup>th</sup> Percentile (2024)</li> </ul>
<p><b>4. Decrease the percentage of pupils achieving at or below STEN 3/12<sup>th</sup> Percentile by 2% (1 pupil in 2025-26) annually.</b> <b>Prioritised Group</b></p>	<ul style="list-style-type: none"> <li>• Small group targeted instruction</li> <li>• 1:1 or small group intervention where appropriate</li> <li>• Individual numeracy targets set via School support Plans</li> <li>• Evidence based interventions (concrete materials, vocabulary, station teaching, Mata sa Rang programme)</li> <li>• Malt assessments &amp; Basic Number Screening</li> </ul>	<p>8/53 children 15.1% from 2<sup>nd</sup> - 6<sup>th</sup> Class are performing at or below STEN 3/12<sup>th</sup> Percentile (see Appendix 1).</p>
<p><b>5. To increase the enjoyment of mathematics amongst pupils from Senior Infants to 6<sup>th</sup> Class from 40% to 45% by June 2026 (5% annual increase).</b> <b>Universal Group</b></p>	<ul style="list-style-type: none"> <li>• Weekly hands-on maths activities (games, puzzles, manipulatives)</li> <li>• Termly practical maths in the school environment, including: <ol style="list-style-type: none"> <li>1. Cooking &amp; Measuring</li> <li>2. Gardening &amp; Estimation</li> <li>3. Craft &amp; Design</li> <li>4. Shape &amp; Symmetry</li> <li>5. Woodwork (5<sup>th</sup>-6<sup>th</sup> Class)</li> <li>6. Handwork (1<sup>st</sup> to 6<sup>th</sup> Class) linked to measurement &amp; spatial reasoning</li> </ol> </li> </ul>	<p>Pupil Voice and parent feedback on maths attitudes were gathered via:</p> <ul style="list-style-type: none"> <li>- Class-based pupil surveys</li> <li>- Parent questionnaires exploring attitudes to maths &amp; areas of difficulty</li> </ul>

<b>Monitoring and Evaluation:</b> How will we measure the success of these actions?	<b>Who?</b> Literacy Leader Class Teachers	<b>When?</b> May/June 2026
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## Literacy 2025/26

**Evidence:** Our Literacy DEIS plan is informed by analysis of standardised test results, pupil voice and feedback, and insights from a parent survey.

### Literacy Target 1 (Universal Group)

**Baseline:** From a survey conducted with pupils of all class levels, it was found that 61% of pupils enjoy reading.

**Target 1:** To maintain the percentage of children who enjoy reading at above 61% with a view to increasing the percentage from 61% to 66% by the academic year June 2026.

Actions: What will we do?	Who will do this?	DEIS Budget
Daily DEAR time for every class for a minimum of ten minutes.	Class Teachers	Books purchased
Teachers to confer with children during DEAR Time about their book choice.	Class Teachers/ SET Teachers	Books purchased
Every class to visit Ennistymon Library at least once per term.	Class Teachers	Nil
Peer reading (1 <sup>st</sup> & 5 <sup>th</sup> ) (2 <sup>nd</sup> & 6 <sup>th</sup> )	Class Teachers	Nil
Include the pupils views and opinions when purchasing books.	Class Teachers	Nil
Continue implementing Station Teaching in 1 <sup>st</sup> Class.	Class Teachers Set Teachers	Nil

<b>Monitoring and Evaluation:</b> How will we measure the success of these actions?	<b>Who?</b>	<b>When?</b>
Survey of pupils to be carried out in May of each year. Survey of parents/guardians to be carried out in May of each year. Regular teacher feedback at staff meetings. Feedback from student Council on various initiatives	Literacy Leader Class Teachers	May 2026  Assemblies
Wellbeing: Books with wellbeing related themes Relaxed setting/sitting positions for DEAR Time Peer reading, Reading Tree – self esteem	Leadership: Assembly: Principal and staff to promote reading. Student Council to be involved in selecting books to be purchased and provide ongoing feedback.	C.P.D: Literacy related courses Feedback shared with staff.

### **Literacy Targets 2 & 3 (Prioritised Group)**

**Review: After analysing our Micra T and Drumcondra Reading results, we have drawn up our literacy targets and plan.**

**Baseline: Drumcondra Reading 3<sup>rd</sup> to 6<sup>th</sup> Class Results MICRA T Reading 2<sup>nd</sup> Class**

**Overall Percentile 61% STEN 6 Standard Score 104**

**Overall Comprehension: Percentile 55% STEN 6 Standard Score 102**

**Overall Vocabulary: Percentile 63% STEN 6 Standard Score 105**

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| 1. At or below 2 <sup>nd</sup> Percentile 3%           | 2. 3 <sup>rd</sup> to 16 <sup>th</sup> Percentile 18%  | 3. 17 <sup>th</sup> to 50 <sup>th</sup> Percentile 21% |
| 4. 51 <sup>st</sup> to 84 <sup>th</sup> Percentile 29% | 5. 85 <sup>th</sup> to 98 <sup>th</sup> Percentile 24% | 6. 98 <sup>th</sup> to 100 <sup>th</sup> Percentile 5% |

**Target 2 : To increase percentage of children at or above 85<sup>th</sup> percentile by 3%. 1 pupil per year from 24% in May 2025. (Prioritised Group)**

<b>Target 3 :</b> <b>60% of the prioritised group will increase by 2% annually on their percentiles. (Prioritised Group)</b> <b>Baseline: 11/53 children 21% form 2<sup>nd</sup>-6<sup>th</sup> Class are performing at or below STEN 3/12<sup>th</sup> Percentile (See Appendix 2).</b>		
<b>Actions: What will we do?</b>	<b>Who will do this?</b>	<b>DEIS Budget</b>
Jolly Phonics in the SET setting and in Seniors & First UFLI Phonics in Seniors & First	Class Teachers	Books purchased
Building Bridges (1 <sup>st</sup> - 6 <sup>th</sup> )	Class Teachers/ SET Teachers	Books purchased
Read at home books for all classes Oxford Reading Tree, Dandelion Launchers and Story World Books to be sent some daily.	Class Teachers	Books Purchased
Introduce comprehension station teaching in senior classes	Class Teachers	Books purchased
Literacy Lift Off and station teaching in 1 <sup>st</sup> & 2 <sup>nd</sup> class	Class Teachers	Books purchased
Writing genres – one per term, over a 2 year period Term 1 2025/26 – Recount writing Term 2 2025/26 – Narrative Writing Term 3 2025/26 – Report Writing	Class Teachers Set Teachers	Writing Genre – A structured Approach by PDST
<b>Monitoring and Evaluation:</b> How will we measure the success of these actions?	<b>Who?</b> <b>Literacy Leader</b> <b>Class Teachers</b>	<b>When?</b> <b>May 2026</b>

<b>Literacy Target 4 (Targeted Group)</b>		
<b>Baseline: Genre specific benchmarks (e.g., ability to write a narrative, recount and report)</b> At the start of each term, children complete an unaided writing sample (recount, narrative & report) to assess their independent writing skills and inform targeted support.		
<b>Target 4: By the end of each term, 75% of students will demonstrate a 20% improvement in their writing skills, as measured by genre-based assessments using a standardised rubric, with a focus on strengthening narrative, report and recount writing techniques.</b>		
<b>Actions: What will we do?</b>	<b>Who will do this?</b>	<b>DEIS Budget</b>

<b>Model writing:</b> Think aloud writing sessions where the class teacher demonstrates narrative, report and recount writing techniques.	Class Teachers	Resources purchased
<b>Writing Frames:</b> Use writing frames to support children in structuring their writing.	Class Teachers/ SET Teachers	
<b>Reading Aloud:</b> Read examples of narrative of narrative and recounts texts to students, discussing structure, language , and techniques.	Class Teachers	Nil
<b>Self-assessment:</b> Teach students to self-assess their writing, identifying areas for improvement.	Class Teachers	Nil
<b>Make it fun:</b> Incorporate games, role-plays, and creative activities to make writing engaging and enjoyable.	Class Teachers	Nil
<b>Implement writing activities</b> from the manual, Writing Genre – A Structured Approach, focussing on specific writing genres, using to support approach to support narrative and recount writing development.	Class Teachers Set Teachers	Nil
<b>Monitoring and Evaluation:</b> How will we measure the success of these actions?	<b>Who?</b>	<b>When?</b>
	Literacy Leader Class Teachers	May 2026

<b><u>Retention</u></b>	<b>2024/2025</b>	<b>2025/2026</b>	<b>2026/2027</b>
<b>Review</b>	Seasonal activities are encouraged (e.g. Harvest Festival, Michaelmas, Easter Egg Hunt, St. John's Eve). Full attendance and participation are the norm on these occasions. Early Intervention and In Class Support are already supporting children who are at a disadvantage.		
<b>Targets</b>	<ol style="list-style-type: none"> <li>1. To provide more positive, meaningful experiences to children in Mol an Óige that will encourage continued attendance and participation in education.</li> <li>2. To support both parents and children, bridging the gap between home and school, encouraging sustained interest in education, providing an achievable roadmap to successful outcomes.</li> </ol>		
<b>Action Plan</b>	<b>Who does what?</b>		<b>When will it be done?</b>
<ul style="list-style-type: none"> <li>• To provide ongoing support to the Infant classes through "Early Intervention."</li> <li>• To communicate with parents, showing them practical strategies to support their child's learning.</li> </ul>	Class Teachers, SET  Class Teachers, SET  Class Teacher, SET		Ongoing





<p>be welcomed to the school. They will give the pupils an information pack on what their school has to offer.</p> <ul style="list-style-type: none"> <li>• Past pupils that have moved on to post primary school will be invited in to talk to the 6<sup>th</sup> class about their experiences in secondary school.</li> <li>• A graduation ceremony will take place for the 6<sup>th</sup> class children to celebrate the end of their primary school journey and a certificate and gift will be presented to all children.</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>• Pupil feedback during self-assessment tasks regarding integration activities, information evenings, open days, visits to pre-school/post primary schools and other transition events.</li> <li>• Parental feedback regarding integration, information evenings, open days, visits to pre-school/post primary schools and other transition events.</li> <li>• Continue to strengthen relationships between local preschools and post primary schools to ensure open lines of communication.</li> <li>• Monitor attendance at information evenings, open days, etc and follow up with parents who were unable to attend to provide information packs, etc.</li> <li>• To assess 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.</li> <li>• Continue to update flyers/information packs/website in an effort to let prospective parents/ families</li> </ul>	<p>Infant teacher</p> <p>6<sup>th</sup> Class Teacher</p>	
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<ul style="list-style-type: none"> <li>• Host information meetings for parents. These may include workshops by Gordon Woolard, policy meetings and class evenings by teachers.</li> <li>• Encourage the involvement of fathers in school life initiatives (making resources and sharing expertise).</li> <li>• Continue to promote links with external agencies including GAA Hurling &amp; Football, Music Generation and gymnastics.</li> <li>• Use of Aladdin as a means of communication between parents and the school.</li> </ul>	<p>All Staff</p> <p>All Staff</p> <p>All Staff</p>	<p>Ongoing</p>
<p><b>Monitoring</b></p>	<ul style="list-style-type: none"> <li>• Parental feedback at Parent/Teacher meetings or informal meetings throughout the year.</li> <li>• Parental survey at the start of the year to gather suggestions for school development and implementing suitable suggestions.</li> <li>• Teacher feedback at in class support meetings and staff meetings</li> <li>• Aladdin, letters to update/remind parents of events in school.</li> <li>• Monitor volunteer numbers and attendance at coffee mornings.</li> </ul>	

<b>Evaluation</b>	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.	
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