

## **DEIS 2014-2015**

### *Summary of 2014-2015 targets* *New targets for 2015-2016*

#### **Plan to Promote Retention**

<b>2014-2015 Target</b>	<b>Was the target met?</b>	<b>Please explain</b>	<b>Is target to be maintained for 2015-2016, or if target is to be amended, how?</b>
1. Identify a list of students in each year group who are at risk of leaving school early and provide supports as necessary.	Yes	Students in each year group at risk of leaving school early, or in need of specific supports, were identified and supports provided as appropriate. These included after school numeracy classes for 1 <sup>st</sup> , 3 <sup>rd</sup> and 5 <sup>th</sup> years; trips; resources; personal development programmes; attendance supports/liaising with parents, and holiday programmes. Feedback from both parents and students regarding the above has been very positive. SCP, HSCL and Year Heads monitor student progress on an ongoing basis and review supports as required. Supports are provided on an ongoing basis as	Yes

		required and based on the child's individual needs. The voice of the child is taken into consideration.	
2. That 95% of current 5 <sup>th</sup> years will complete their Leaving Certificate.	Yes	Fifteen students left Carndonagh Community School during the 2014-2015 school year. Two students were in second year – one was expelled and moved to further education, and one transferred to another school. Eleven students were in 4 <sup>th</sup> year – six students are now working, two transferred school and three moved to further education. One fifth year student left and is now working and one sixth year student moved to further education.	Yes. The percentage may be revised.
3. Identify potential LCA students, and promote LCA as a viable alternative to traditional Leaving Certificate.	Yes	Students were identified who may benefit from LCA, however, a number of students who perhaps would have benefited from LCA have chosen to try mainstream. At the beginning of the 2015-2016 year, we have 9 students in Year 2 LCA and 17 students in Year 1 LCA.	Maintained
4. Hold presentations for LCA students on areas of interest to promote	Yes	The Year 2 LCA have completed a module on Healthy Eating and Lifestyle Programme,	Maintained. Presentations will be adapted to suit the

wellbeing.		which the students found very interesting. The Year 1 group will take this module during 2015-2016.	current group.
5. Introduce six new initiatives to 32 JCSP students (2C and 3H) with the aim of maximising retention and participation for these students.	Yes	<p>All JCSP initiatives for 2014-2015 were successful. Community Service, Seanachai, Film Making, ESS Field Trip, Woodwork, Math Games, Christmas Celebration and Summer Celebration.</p> <p>All initiatives were evaluated through photographs and the evaluation form attached.</p>	<p>Yes. JCSP Initiatives applied for 2015-2016 include:</p> <p>Celebrity Chef, Digital Storytelling, Artist in the Classroom, Drama, Woodwork, Outdoor Pursuits and Christmas Celebration.</p>

**Plan to Promote Attendance**

<b>2014-2015 Target</b>	<b>Was the target met?</b>	<b>Please explain</b>	<b>Is target to be maintained for 2015-2016, or if target is to be amended, how?</b>
<p>1. Identify students with chronic attendance and implement steps of one-page checklist for each student.</p>	<p>Yes</p>	<p>Through combined effort of Deputy Principal, Year Heads, SCP and HSCL, students are identified on a weekly basis that are not attending or arriving late to school. The necessary steps are taken, such as speaking with the student, phone calls or letters home, meetings with parents/guardians. Reasons for non-attendance are identified and dealt with accordingly. Consideration is given to the voice of the child.</p> <p>Records are maintained and students are monitored to see if there is an improvement in attendance patterns.</p>	<p>Yes</p>
<p>2. Identify students who are arriving late to school and implement a plan to reduce the number of lates.</p>	<p>Yes</p>	<p>SCP, HSCL and Year Heads have been tracking students arriving late to school on a frequent basis. Labels have been put in the journals of students arriving late by HSCL. Students and parents/guardians are contacted where necessary. Students are monitored on</p>	<p>Yes</p>

		<p>an ongoing basis to make sure they show signs of improvement.</p> <p>Some students arrive late to school on a frequent basis and do not sign in late. This then shows a high number of absences rather than lates. This requires checking students individually for roll call throughout the day and manually changing their attendance on the system. Some students we may be familiar with who have such patterns, others it is more difficult to identify. Unfortunately, school attendance figures are distorted as a result.</p>	
<p>3. That the number of days lost through absence will decrease by 1% on previous years figures</p>	No	<p>Steps taken to reduce overall absences include Attendance Monitor, Year Heads, Deputy Principal meeting on a weekly basis to identify students with poor attendance patterns. Ensuring staff awareness of absences by providing lists at term time and on parent's day. Providing feedback and information on students with irregular patterns of attendance. HSCL visits to families where attendance is an ongoing issue. Informing Parents/Gaurdians of absences and having clear lines of</p>	Yes

		<p>communication between parents and school. Identifying reasons for non-attendance and dealing with these accordingly, giving consideration to the voice of the child.</p> <p>The number of days lost through absence during the 2014/2015 academic year was 12,496. The number of days lost through absence in 2013/2014 was 10,980. This did not meet our target of reducing the figure by 1%.</p> <p>There are several reasons for this. Firstly, there was a bigger cohort of students in the 2014-2015 academic year which has increased the absence figures for the year. Secondly, there were a number of days lost during the month of January due to incremental weather conditions, thus adding dramatically to the overall absence figures for the year. Even though the school remained open, a large majority of students did not make it into school.</p> <p>At the end of the school year time needs to be spent analysing the number of days missed by</p>	
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		<p>students who are arriving late to school, missing the roll call and not signing in late. This increases the total days absent as these students register as absent rather than late, hence, distorting the overall absence figures.</p>	
<p>4. That the number of students who miss 20 days will decrease by 1% on previous years figures.</p>	<p>No</p>	<p>The number of students who were absent 20 days or more during the 2014/2015 academic year was 164. In 2013/2014, 149 students were absent 20 days or more. Unfortunately, this did not meet our target of reducing the number of students by 1%.</p> <p>As with the target above, the figure has been increased due to the bigger cohort of students during the 2014-2015 academic year and the days lost due to incremental weather conditions during the month of January</p> <p>And once again, there needs to be an analysis of students who are arriving late to school, missing the roll call and not signing in late. This increases the total days absent that a student has, as these students register as absent rather than late. So there some cases</p>	<p>Yes</p>

		<p>where a student has not been absent 20 days, even though records show otherwise.</p> <p>Each of the 164 students, who missed 20 days or more, missed an average of 33 days per student, with a total of 5,405 days. This leaves 884 students who missed an average of 8 days each, with a total of 7,091 days.</p>	
5. Liaise with NEWB regarding students with chronic attendance issues	Yes	<p>NEWB are informed of all students with chronic attendance issues. A report is sent at the end of each term regarding students who have missed 20 or more days, and reports regarding individual students are sent throughout the year as necessary. The Educational Welfare Officer visited the school to meet with students/parents who have chronic attendance issues and liaises with the school regarding the child's improvement.</p>	Yes



**Plan to Improve Examination Attainment**

<b>2014-2015 Target</b>	<b>Was the target met?</b>	<b>Please explain</b>	<b>Is target to be maintained for 2015-2016, or if target is to be amended, how?</b>
1. Examine results of 2015 state exams and align results with attendance	Yes	<p>2015 examination results were analysed and compared with previous years' results and national averages. Of the 19 subjects taken at CCS, the number of students taking higher level in 8 of these was higher than the national average, and lower than the national average in 11 subjects (Please see attached).</p> <p>Results were also aligned with student attendance. Those students who were absent a high number of days throughout the school year failed to achieve high grades in the majority of cases (Please see attached).</p>	Yes
2. Encourage students to take papers at the highest level suitable for their ability in the subject.	Yes	<p>Students are encouraged by teachers and subject coordinators to take papers at the highest level suitable to their ability. Teachers facilitate students to enable them to do this. Students and parents sign off on all subject levels.</p>	Yes

		Parents and teachers also sign off on students dropping down a level.	
3. Identify students in need of an intervention in each year group to improve exam results	Yes	<p>Students who are struggling in class were identified, through exam performance, monitoring of academic progress and feedback from teachers, parents and students themselves. Suitable interventions were then put in place, including after-school classes, and in-class resource time and team-teaching.</p> <p>These measures have proven very beneficial for the students, and feedback from parents and students has been excellent. The large majority of students showed a huge improvement in grades (please see attached example of 5<sup>th</sup> year results). Students are more confident both in class and when doing homework, and for some students school attendance and participation has improved.</p>	Yes
4. Hold an information evening for parents of LCA students to support students and	No	Although informal contact was made with a number of parents regarding future career pathways for their children, an information	Yes. However, the target will be amended to do something with the parents

discuss career options.		evening was not held. The students themselves did attend careers and also had a career module as part of their course.	during school time.
5. <i>Increase the number of second years taking higher level science from 77% to 79%.</i>	No	We did not reach the target.  The percentage who took higher in 2015 was 56% and not the 79% hoped for.  2014 was probably exceptionally good and set too high a standard.  We will try for a target of 58% for 2016.	Yes. The percentage will be revised.
6. <i>Increase by 1% the number of students who achieve grade C or higher in higher level Irish in the Leaving Certificate Irish.</i>	No	We feel it didn't increase because the club cainteach was limited to fourth year higher level students. This year it will be offered to third fourth and fifth year students. We also felt there was limited up take of summer gaeltacht courses and only exceptionally talented irish students attended the gaeltacht. More emphasis must be placed on the benefit of the gaeltacht for average ability students.	We are going to maintain the same target for 2016.

### Plan to Improve Partnership with Others

2014-2015 Target	Was the target met?	Please explain	Is target to be maintained for 2015-2016, or if target is to be amended, how?
<p>1. 1 That a school representative will attend meetings of the following groups. e.g. IFAN, F.S.C, Strengthening Families.</p>	<p>Yes</p>	<p>A school representative attended meetings of Inishowen Family Action Network and NISCP Family Support Committee. Strengthening Families was due to begin in the Inishowen area in March 2015. However, due to the lack of numbers signed up for the programme, it did not go ahead, even though a number of families from the area had signed up for the programme.</p>	<p>Yes</p>
<p>2. A member of school management will liaise with various sections of H.S.E., N.E.W.B, NEPS</p>	<p>Yes</p>	<p>A school representative liaised with various sections of HSE, NEWB and NEPS as necessary. The Educational Welfare Officer made visits to the school regarding students with chronic attendance issues and met with students and parents. The NEPS psychologist visited the school and liaised with SEN regarding students.</p>	<p>Yes</p>

<p>3. 3 Encourage involvement with local community agencies e.g. IDP, Youth Clubs</p>	<p>Yes</p>	<p>SCP encourages involvement with community agencies and aims to increase participation of identified students in local community groups. SCP liaises with various personnel within these organisations and monitors involvement of children taking part in initiatives and supports.</p>	<p>Yes</p>
<p>4. Liaise with Family Support Worker in identifying suitable families for the service.</p>	<p>Yes</p>	<p>Helen McFarland took up the role of Family Support Worker in October 2015. During the 2014-2015 school year Helen worked with six families from Carndonagh Community school. The Family Support service has proven to be very successful within the area and has many benefits for the students and their families. Helen liaised with various personnel within the school including SCP, HSCL, Year Heads, Pirincipal/Deputy Principals, and teachers, and kept staff informed and updated as necessary.</p>	<p>Yes.</p>
<p>5. Build relationships with local employers and outside agencies via LCA work</p>	<p>Yes</p>	<p>A strong relationship exists between the school and local employers. Work experience is an integral part of the LCA programme.</p>	<p>Maintained</p>

experience and other LCA initiatives.		The school is continually looking to gather information from employers to help develop courses that may prove beneficial to students	
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### Plan to Improve Literacy Levels

<b>2014 - 2015 Target</b>	<b>Was the target met?</b>	<b>Please explain</b>	<b>Is target to be maintained for 2015-2016, or if target is to be amended, how?</b>
<i>1. Foster reading as a leisure activity – lifelong learning</i>	No.	We need to extend the schemes. While approx.55 TY students did get involved in the Slow Reading Programme, overall this target was not met as the scheme needs to be extended from 1 <sup>st</sup> to 5 <sup>th</sup> year. The initiative needs to be extended as part of an inclusive scheme with year goals.	Yes. This year a huge emphasis will be put on fostering reading as a leisure activity and encouraging students to read. Focus will be placed particularly on 1 <sup>st</sup> and 2 <sup>nd</sup> year students. Students will take part in the Book Drive; there will be a reading challenge among some 2 <sup>nd</sup> year English classes and 1 <sup>st</sup> year classes will be asked to decorate a reading tree. This tree will include all the names of books that 1 <sup>st</sup> years have read throughout the year and will include details about the books. It will be

			<p>displayed in the school library. The school will also get involved in <i>The Read DL Initiative</i> and <i>The Well Read Awards</i>.</p> <p>TY students will get involved in the Well Read Award and they will also be invited to take part in the Slow Reading Programme.</p>
2. <i>Identify student strengths and weaknesses in literacy</i>	No.	Language development is an issue. Students are still reluctant to read difficult language novels and challenging concepts.	No.
3. <i>Focus on writing (Next area of focus Oracy)</i>	No.	This target was not met this year as there was not enough class/inter study time allowed for it.	Yes. This year a focus will be put on writing and oracy. It is hoped that as well as getting students to write pieces of work, stories etc we will get them to deliver their work orally. By doing this it is anticipated that students will increase their



			<p>ability to express themselves in and understand spoken language. It is hoped that before Christmas 2015 The Drama Club will devise and perform a short Christmas themed piece of drama in the Aras during lunchtime. A story in 6 words competition will begin after Christmas for all year groups. All students in the school will be invited to take part. In order to select a winner the top ten entries will be read aloud by their author during lunchtime in the school library. It is also hoped that in order to increase oracy in the school TY students, 1<sup>st</sup> and 2<sup>nd</sup> years will be invited to take part in a Read Aloud Poetry Competition.</p>
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<p>4. <i>Create awareness of literacy as a skill necessary in all subjects</i></p>	<p>Yes.</p>	<p>The Word Wall scheme had a great response with sample entries displayed in the 2<sup>nd</sup> corridor. Students in 1<sup>st</sup> year and TY involved in the initiatives used vocabulary in other subjects. However the TY and 1<sup>st</sup> year schemes would need more cross-curricular involvement.</p>	<p>No.</p>
<p>5. <i>Have a particular emphasis on spelling and rules of spelling</i></p>	<p>Yes.</p>	<p>The key words chosen for 1<sup>st</sup> year scheme were re-used in other subjects and classes.</p>	<p>Yes. An emphasis will be put on spelling and the rules of spelling. A list of all the commonly misspelled words will be given to first and second years and parents will have to sign this handout to confirm they have seen it. In addition to this these words will also be displayed in all classrooms. A spelling bee competition will be organised in the school. It is hoped that TYS can get involved in this initiative by creating the posters and displaying them in the classrooms.</p>

### **Plan to Improve Literacy Levels (Library)**

<b>2014 - 2015 Target</b>	<b>Was the target met?</b>	<b>Please explain</b>	<b>Is target to be maintained for 2015-2016, or if target is to be amended, how?</b>
1. <i>To establish a reading corner in the library</i>	Yes	The “Book Drive” collection totalling approx. 200 new(er) books is shelved immediately adjacent to the reading corner, along with the fully stocked magazine rack. All the key components are now present and the area can officially be described as a fully functional “reading corner”.	The Book Drive will be held on an annual basis. The furniture in the reading corner is to be assessed by the Woodwork Department for repairs. Bean bags MAY be introduced for occasional use.
2. <i>To establish a first year book club</i>	No	The First Year Book Club did not meet during lunchtimes in 2014/15. However, all First Year classes now have a “reading class” in the library as part of their academic programme. Although their progress is monitored and assessed, the pupils are free to set their own reading agenda.	The First Year Book Club may be re-established in 2016, but as yet there are no plans to reintroduce it before Christmas 2015. Consultation with the English Department will be necessary.
3. <i>To set-up and maintain a ‘Pinterest’ account</i>	Yes	Ms. Fiona McLaughlin set-up and maintains CCS’s “Reading Recommendations Pinterest” account. It has a constant presence on the school website homepage.	The account is regularly updated by Ms. Fiona McLaughlin and will continue to be referred to in class.
4. <i>To set-up and maintain a series of online blogs specific to class groups</i>	No	The blogs exist, but have not been updated within the last academic year. Given the tendency of blogs to be interactive, the platform was deemed to have an “acceptable use liability”. Also, blog maintenance was felt to be an unnecessary burden when considering the exposure that the school website	Very unlikely. The CCS Reading Pinterest account now facilitates the requirements to a certain extent. Any material deemed worthy of blogging is now posted on the school website.

		already has.	
5. To begin a lunchtime Camera Club for students	Yes	The Camera Club was very well received by the pupils and the resulting photos secured a prominent position on the school website. Competitions were held with prizes on offer, and all pupils received recognition for their efforts. Overall, the Camera Club was a success.	Not in “club” form. The staff member in charge has left the school. However, efforts are underway to secure the services of twelve pupils to assist with general school photography. A request has been made for the purchase of an entry level DSLR camera. Selected pupils from each year will be targeted for training with a view to becoming “official” school photographers; a reliable group of pupil photographers will also be of huge benefit to the school librarian.

## Plan to Improve Numeracy Levels

2014-2015 Target	Was the target met?	Please explain	Is target to be maintained for 2015-2016, or if target is to be amended, how?
<p>1. <i>Increase the number of candidates taking Leaving Certificate higher level maths from 11% in June 2014 to 13% in June 2015.</i></p>	Yes	<p>The number of candidates who sat the Leaving Certificate HL Mathematics paper in 2015 was 23%. 29 candidates out of 126.</p>	<p>The target is to be maintained and increase the % of candidates from 23% in 2015 to 24% in 2016.</p>
<p>2. <i>Increase the number of candidates taking Junior Certificate higher level maths from 47% in June 2014 to 49% in June 2015.</i></p>	No	<p>The number of candidates who sat the Junior Certificate HL Mathematics paper in 2015 was 40%. 71 candidates out of 176. The baseline used in 2013/14 was high and as a result the target was not reached.</p>	<p>This target is to be maintained but changed to increase the % of candidates from 40% in 2015 to 42% in 2016</p>
<p>3. <i>Increase the number of students attaining and honours grade in Junior Certificate higher level maths from 71% in 2014 to 73% in 2015.</i></p>	Yes	<p>The number of candidates who sat the Junior Certificate HL Mathematics paper and attained an honour grade in 2015 was 92%. 65 candidates out of 71.</p>	<p>The target is to be maintained and increase the % of candidates from 92% in 2015 to 93% in 2016.</p>

# DEIS Summary Plan to Improve Educational Progression for 2015/16

This is a PRELIMINARY report as all the data will not be available until December 2015.

## Overall Target for 2015/16

The overall target for 2015-16 is a 1% improvement in progression.

## Outcome of 2014/15 Target

The target for 2014-15 was also a 1% improvement in progression. **This was exceeded. Progression improved by 2% from 75% in 2013-14 to 77% in 2014-15.**

		2015	
		<b>Progression Rate HE / FE</b>	
		<b>77%</b>	
HE	Honours Degree (CAO and UCAS)	40%	}55%
	Ordinary Degree / Higher Cert (CAO)	15%	
FE	North West Regional College / Other NI Further Education	13%	}22%
	ROI PLCs / Other Study / Training	9%	
Year Out, Defer, Working, Unemployed, Other		16%	
Repeating Leaving Certificate		6%	

## Details of Measures to Achieve the Above Target

There were **five** measures to achieve this target in 2014-15, there will be a continuation of these five measures in 2015-16, plus one new measure (see bottom of document).

**Measure 1.** To encourage more students to apply for FE/HE by highlighting the top career areas of Science, Technology, Engineering and Maths (STEM) where there will be jobs.

**Action:** This measure was in part achieved in 2014-15 by delivering a new updated Powerpoint Presentation to all Fifth Year students in class and to Parents at an evening session, highlighting the growth areas for employment (mainly STEM) for the next 5 years until 2020.

**Outcomes:** This measure was **partly successful**. While the overall progression rate to FE/HE increased from 75% in 2014 **to 77%** in 2015, but the percentage of students applying to STEM courses **fell** from 41% **to 38%**. On closer inspection, the percentage applying for STEM areas continued the downward trend of recent years. This year 38% of the students who went to further and higher education chose STEM courses, compared with 41% in 2014, 43% in 2013 and 58% in 2012. These overall figures however mask an increase in those studying Engineering which rose from 4% in 2014 to 6% in 2015.

**Continuation:** It is envisaged that this measure will continue through 2015/16.

**Measure 2.** To encourage more students to apply for FE/HE by introducing an interactive student noticeboard, where all students can see at a glance who is going where, we hope this will encourage students to consider colleges and courses that they might not otherwise think of.

**Action:** This was delivered in 2014-15 by organizing individual sheets where each student wrote their names saying where they were considering going to college in September 2015. These were put on the notice board in the Mall in March, where they remained until the end of the school year in June.

**Outcomes:** This was extremely effective in terms of the level of interest generated. The notice board proved very popular with students of all ages and also staff. In an area like Inishowen, devoid of a range of professional role models, this provides encouragement and a "comfort blanket" to students who might be reluctant to go far from home if no other student is going there.

**Continuation:** It is envisaged that this measure will continue again through 2015/16.

**Measure 3.** To encourage more students to apply for FE/HE by introducing a second interactive student noticeboard, at a different time of the year where all students can see at a glance who actually went where.

**Action:** This was launched as part of College Awareness Week 2014, which was held at the end of November. It involved the display (including photographs) of where students from the previous year (2013-2014) actually went to college. This was on display in the Mall from 24<sup>th</sup> November through till 1<sup>st</sup> February 2015. The purpose of this was to encourage more students to progress to FE/HE.

**Outcomes:** Once again, this was very effective. The display was very popular with both students and staff. The school won the Regional Prize of €300 from College Awareness Week for this initiative.

**Continuation:** This initiative will continue again through 2015/16. The purpose of this measure is the same as the other display in Measure 2 - to encourage more students to progress to FE/HE.

**Measure 4:** To encourage more students to apply for the various third level access programmes as an additional / alternative way of applying to college.

**Action 1:** To develop a Powerpoint Presentation on the main access programmes and deliver it to all Fifth Year students and Parents at an evening session.

**Action 2:** To achieve Measure 4, it was necessary to begin a tracking process, to record and track students who apply for HEAR / DARE / Breaking the Mould and other access programmes, as these offer an alternative routes to third level through reduced points for those who are socio-economically disadvantaged. As a DEIS school, this is important information and it was never recorded or tracked. In order to achieve this Action, it was necessary to provide baseline data, so the students from 2012-13 were firstly tracked to provide this data. This measure was very successful in the 2013-14 school year.

**Outcomes:** The outcomes for this measure for the school year 2014-15 cannot be evaluated until December 2015 until we receive the official data from HEAR / DARE / BTM-IT Sligo and CAO

**Continuation:** It is envisaged that this measure will continue through 2015/16.

**Measure 5:** While seeing the need to encourage students to apply for ACCESS courses, we recognised the need during the school year of 2014/15 to limit ACCESS applications as well, to those students who will actually meet the application criteria and concentrate our resources on helping those students where there is a genuine need.

**Action 1:** To achieve this measure we refocused and redesigned the Powerpoint presentation delivered to students, highlighting the commitment, time and effort needed by students to get all the documentation required for a complete valid application.

**Action 2:** Then to help improve the success rate of students who actually apply, we organised three workshops, one for DARE Applicants, one for HEAR Applicants, one for BTM applicants. The purpose of these was to help them through the often difficult and lengthy application forms and give them some suggestions for answering some of the open-ended questions.

**Outcomes:** The outcomes for this measure cannot be evaluated until December 2015 until we receive the official data from HEAR / DARE / BTM-IT Sligo and CAO

**Continuation:** It is envisaged that this measure will continue through 2015/16.

**Measure 6:** To stimulate interest and discussion between students and teachers on their experience of going to college. (NEW MEASURE)

**Action:** To achieve this measure we came up with the idea of surveying teachers on where they went to college, and then using logos from the various universities we came up with a poster for each teacher's door with the phrase "Alumnus of University College Dublin" on it. The groundwork for this was done by TY students who conducted the survey, researched the logos, matched the logos with the teachers and then designed, printed and laminated the posters.

**Outcomes:** The outcomes are hard to measure as the aim was to promote discussion between students and teachers on where they went to college. A follow-up survey of teachers is planned later on in the year to gauge whether they experienced any students asking questions about their Alma Mater.



## Plan to Improve Partnership with Parents

<b>2014-2015 Target</b>	<b>Was the target met?</b>	<b>Please explain</b>	<b>Is target to be maintained for 2015-2016, or if target is to be amended, how?</b>
1. <i>Make contact with 100% of SEN parents and 80% of new families to the school.</i>	Yes, and partially	Parents of First year SEN pupils were contacted, and parents of other SEN pupils as the need arose. In addition 153 families were supported, including 78 of our targeted families. Some of these were new to the school.	All Parents of SEN to be contacted. Parents of first years who do not engage with activities will be contacted.
2. <i>Reduce the number of students with 20% lates to less than 5% of the population.</i>	Yes	17 pupils were late 20% or more of the time. This represents 1.7% of the school population. However 7 of these pupils were also absent in excess of 20% of the school year.	Target to be maintained but amended to 16% lates for less than 5% of the population.
3. <i>To increase number of parents attending parent-teacher meetings.</i>	Unknown	A baseline statistic was established following analysis of data gathered at parent-teacher meetings. Overall attendance was 70.52% (ranging from 59.38% to 80.57%)	Target will be maintained. Objective will be to increase by 5% to 75.52% of parents attending PTM. Parents who did not attend in previous school year will be contacted by phone.
4. <i>Recruit parents for</i>	Partial	Due to lack of funding, courses for parents	There appears to be little

<i>courses.</i>		were limited, apart from a digital photography course run in conjunction with the local primary schools. A short course on the services of JIGSAW, and youth mental health was attended by 87 parents.	appetite for courses among parents. Parents will be surveyed to ascertain areas of interest. Short courses on Study skills, mental health, bullying and certain learning difficulties will be organised. Other courses may be run depending on survey results.
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