



COMBAT POVERTY AGENCY

*Gníomhaireacht do
Chomhrac na Bochtaine*

Bridgewater Centre
Conyngham Road
Islandbridge
Dublin 8

Tel: 01 670 6746
Fax: 01 670 6760

*Ionad Bridgewater
Bóthar Conyngham
Droichead na hInse
Baile Átha Cliath 8*

*Tel: 01 670 6746
Facs: 01 670 6760*

INFORMATION NOTE

ON



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**APPENDIX 1: URBAN SCHOOLS IN THE
URBAN BREAKING THE CYCLE**

**APPENDIX 2: RURAL SCHOOLS IN THE
RURAL BREAKING THE CYCLE**

BREAKING THE CYCLE OF EDUCATION DISADVANTAGE

INFORMATION NOTE

1. Background to the Scheme

In February 1995, the Minister of Education, Niamh Bhreathnach, through the Department of Education, asked the Combat Poverty Agency to prepare a report which would examine the designation of schools as disadvantaged. The terms of reference for the study were to: (a) consider and report on the rationale which should underlie designation as disadvantaged; (b) assess the appropriateness of current indicators and, if necessary, suggest improvements and/or other measures; and (c) review existing support measures and, if necessary, suggest improvements and/or other measures.

The request built on earlier work which the Minister had asked the Agency to undertake. In March 1994, the Agency had submitted a Preliminary Assessment Report on the "Identification of Schools and Pupils as Disadvantaged" along with Agency Recommendations on Criteria for Selecting Disadvantaged Schools. In September 1994, the Agency submitted a research specification for further work on the entire area of designation of schools as disadvantaged and the allocation of resources to these schools. On the basis of this specification, the Department of Education requested the Agency to undertake the work specified.

The Agency prepared a detailed brief and engaged the Educational Research Centre to undertake the work. An Expert Advisory Group was established to assist the study. Views were also sought from the teacher unions, school and parent organisations and management boards. A number of submissions from individual schools were received. All were taken into consideration in preparing the report.

In December 1995 the Agency submitted a report to the Minister of Education. The main findings and recommendations of the report *Educational Disadvantage in Ireland* were:

- disadvantage in the context of education is considered to result from discontinuities between children's knowledge, skills and attitudes and the demands of schools
- approximately 16% of the school-going population were found to be disadvantaged
- in absolute numbers to greatest percentage of disadvantaged pupils are found in rural areas (61%) followed by Dublin (25%), towns and villages (9%) and other urban areas (4%)
- when the distribution of disadvantage was compared with the designation of schools under the Scheme of Assistance to Schools in Designated Areas of Disadvantage it was found that about 15% of pupils are in primary schools that

are designated as having disadvantaged status; and overall about 30% of disadvantaged pupils in the country are served by designation at primary level

- provision at primary level was considerably better in Dublin than in other areas: in Dublin and other urban areas over 40% of pupils are in designated primary schools, while only 14% of pupils in towns and less than 5% of pupils in rural areas are in designated schools
- at post-primary level about 24% of pupils are in designated schools; the percentage of pupils that are in disadvantaged schools does not vary much by location - the highest percentages are in Dublin and other urban areas (29%) and lower in towns (20%) and rural areas (21%)
- resources granted to primary schools under the Scheme of Assistance seem to have done little more than bring designated schools up to about the same level of resources as schools in more affluent areas.
- while it was found that all of the indicators used for designation at primary level and practically all the indicators at post-primary level differentiated between designated and non-designated schools, a number of defects in the system of identification were identified:
 - the validity of the information supplied by schools was open to question;
 - several of the indicators were biased against rural (small) schools;
 - the way in which some of the indicators were phrased and scored presented problems;
 - the weighting systems attached to indicators appeared arbitrary;
 - the number of primary school indicators could be expanded;
 - information provided to schools on the procedures for identification was incomplete; and
 - while information on pupil achievement was useful in considering designation, there was a danger that it could reward schools that are performing poorly and punish schools that are performing well.
- **The main recommendations were as follows:**
 - (i) resources should be targeted on a limited number of schools in which there is a high concentration of pupils from disadvantaged backgrounds;
 - (ii) intervention in targeted schools should be comprehensive and co-ordinated;
 - (iii) schools accepted into the Schemes of Assistance should draw up a plan of action and its implementation should be monitored over a five year period;

- (iv) a support structure should be provided for schools in dealing with problems of disadvantage;
- (v) the resources of the existing scheme should be sufficient to meet a good deal of the cost of the proposed comprehensive interventions;
- (vi) school-based interventions should be linked with the government's Operational Programme for Local Urban and Rural Development;
- (vii) the system of indicators used to identify schools as serving a disadvantaged area should be revised;
- (viii) separate provision should be made for the identification of cases of disadvantage that are dispersed in non-urban areas and for the type of intervention that seems most appropriate in those situations; and
- (ix) care should be taken that strategies to deal with disadvantage do not result in penalising effective schools or in rewarding ineffective ones.

2. Announcement of the Scheme

On 28 May 1996 the Minister of Education announced the new scheme, *Breaking the Cycle*, which was based on the Agency's report.

"In recent years 309 schools with 81,000 students have been designated as disadvantaged. No class in these schools is greater than 29 pupils. 293 additional ex quota teachers have been allocated to these schools and they receive additional funding of £4.37 million. This year I asked the Combat Poverty Agency and the Educational Research Centre to advise me how to focus and target new measures to break the cycle of education disadvantage."

The new scheme was based on the findings of the report specifically in relation to: targeting resources on 25 large urban schools and 25 clusters of small rural schools; using revised criteria to identify schools in the most disadvantaged urban and rural areas; the provision of additional supports for urban and rural schools; and that each school included in the scheme should prepare and submit a 5 year development plan.

3. Application Procedure

Urban Schools

On 28 May 1996 a letter and application form issued from the Educational Research Centre, signed by Thomas Kellaghan, Director, to all primary schools located in Dublin, Cork, Limerick, Galway and Waterford and participating in the existing Scheme of Assistance to Schools in Designated Areas of Disadvantage (221 schools). The letter informed the schools that the new scheme would be limited to 25 schools.

The letter stated that schools accepted into the new scheme would receive special grant assistance for the purchase of books, teaching materials, and equipment. An enhanced capitation grant of £75 for each pupil would be made available in the school year 1996/97. The number of children in junior classes, up to and including second class, would be about 15. In-career development would be provided to support teachers.

In order to calculate a school score the following information was requested:

- (i) how many pupils in your reception class of September 1995 live in a family in which the main breadwinner has been unemployed for a year or more?
- (ii) how many pupils in your reception class of September 1995 live in a family that holds a medical card?
- (iii) how many pupils in your reception class of September 1995 live in a rented local authority house or flat?
- (iv) how many pupils in your reception class of September 1995 live in a lone parent household?
- (v) how many pupils in your reception class of September 1995 come from a home in which the mother did not take at least the Group or Intermediate Certificate Examination?
- (vi) how many pupils in your reception class of September 1995 come from a home in which the father did not take at least the Group or Intermediate Certificate Examination?

The school principals were advised on how to present this information. *"The best way to obtain the information is to make a list of all pupils in your reception class and for each pupil make a decision about the topics in the questions. If, for example, the pupil lives in a family in which the main breadwinner has been unemployed for a year or more, you would place a tick opposite his or her name. When you have done this for all pupils, sum the number of ticks in the column and enter the figure under the (a) column of the appropriate question. In making decisions about pupils, please consult school records, talk to teachers, and take whatever steps are necessary to ensure that the information is accurate. It is not necessary to send the list of pupils but please retain it as, in the interests of securing comparability between schools in their responses, it may be required for examination. In column(b), enter the figure in column (a) as a percentage of the number of pupils in your reception class"*.

The form also requested information on:

- numbers of pupils and teachers in the school
- additional staff and resources already received to deal with disadvantage
- information on "feeder" or "progression" schools or schools attended by brothers or sisters

- additional classrooms required for class sizes of 15
- willingness of teachers: to participate in in-service training relating to the Scheme; to develop a five year plan to address disadvantage; and to undertake standardised achievement tests
- percentage of children falling behind in reading and numeracy and the action that participation in the scheme would enable the school to undertake to address this
- one objective to achieve over a five year period for
 - a) pupil achievement
 - b) parent involvement
 - c) in-service training

In calculating the school score, possession of a medical card received a treble weighting; long-term unemployment, living in local authority housing, and proposed objectives received double weighting; lone parent household and each parent's level of education received single weighting.

The forms were to be returned to the Educational Research Centre by 14 June 1996.

The covering letter noted how the initiative came about: *"in response to a study of existing provision which was carried out by the Educational Research Centre, the Minister requested the Centre to assist in the identification of primary schools for participation in two new pilot schemes."* No mention is made of the Combat Poverty Agency.

Rural Schools

On 28 May 1996 a letter and application form also issued from the Educational Research Centre, signed by Thomas Kellaghan, Director, to all primary schools in the country which had one, two, three or four teachers (1,900 schools). The letter stated that *"your school is eligible on the basis of size to apply for participation in the scheme. If you feel that your school serves children from disadvantaged backgrounds, you may indicate your interest in participating by completing the enclosed application form"*.

Schools were informed that in the scheme, a number of schools (depending on size and proximity) would be clustered and a co-ordinator would be appointed to serve schools and their families. Schools selected for the scheme would receive special grant assistance for the purchase of books, teaching materials and equipment. In-career development would be provided to support teachers as well as an enhanced capitation grant of £75 for each pupil in the school year 1996/97.

In order to calculate a school score the information requested was similar to that requested from urban schools with a few differences: no question on local authority housing, but inclusion of a question on limited farm income. Specifically the questions asked were:

- (i) how many pupils in your school live in a family in which the main breadwinner has been unemployed for a year or more?
- (ii) how many pupils in your school live in a family which receives assistance because of limited means from farm income?
- (iii) how many pupils in your school live in a family that holds a medical card?
- (iv) how many pupils in your school live in a lone parent household?
- (v) how many pupils in your school come from a home in which the mother did not take at least the Group or Intermediate Certificate Examination?
- (vi) how many pupils in your school come from a home in which the father did not take at least the Group or Intermediate Certificate Examination?

Again the school principals were advised on how to present the information. The instructions were similar to that given for collection of information under the Urban Scheme except that information on all pupils in the school was requested (in the Urban Scheme information was requested for pupils in the reception class of September 1995).

The form also requested information on:

- numbers of pupils and teachers in the school
- additional staff and resources (if any) already received to deal with disadvantage
- information on other schools in the immediate area
- willingness of teachers: to share a co-ordinator with other schools; to participate in in-service training relating to the Scheme; to develop a five year plan to address disadvantage; and to undertake standardised achievement tests
- percentage of children falling behind in reading and numeracy and the action that participation in the scheme would enable the school to undertake to address this
- one objective to achieve over a five year period for
 - a) pupil achievement
 - b) parent involvement
 - c) in-service training

In calculating the school score, long-term unemployment, smallholder assistance, possession of a medical card, and proposed objectives received double weighting; lone parent household and each parent's level of education received single weighting.

The forms were to be returned to the **Educational Research Centre** by 14 June 1996. Again the covering letter made no mention of the **Combat Poverty Agency**.

4. Assessment of Schools for Inclusion in the Schemes

General

All applications were received and assessed by the Educational Research Centre. Lists of the most disadvantaged schools were provided to the Minister and Department of Education. The Minister selected schools into the scheme based directly on the recommendations of the Educational Research Centre.

Urban Schools

Each school was scored on the basis of the information contained on the application form weighted as outlined above and schools were ranked according to score. The 25 highest scoring schools were selected for inclusion in the Scheme. An additional 8 schools were also included, on the advice of the Educational Research Centre, because they were closely associated with children from the same families as those attending one of the 25 most disadvantaged schools.

- 221 schools were invited to apply for the scheme
- 190 schools applied (86% of those invited)
- 33 schools were included in the Urban Scheme (17% of those who applied; 15% of those invited).

Rural Schools

Each school was scored on the basis of the information contained on the application form weighted as outlined above and schools were ranked according to score, from the highest to the lowest. Schools were then divided into deciles¹ and mapped, being colour coded for each decile. Clusters of disadvantaged schools were identified in this way, paying particular attention to the *most disadvantaged* schools and *clusters* of disadvantage. 25 clusters of disadvantaged schools, relating to the most disadvantaged small schools, were identified and selected.

- 1,900 schools were invited to apply for the scheme on the basis of size (not necessarily disadvantaged)
- 691 schools applied (36% of those invited)
- 119 schools were included in the Rural Scheme in 25 clusters (mainly 4 or 5 schools per cluster (17% of those who applied; 6% of those invited).

5. Urban Schools

33 urban primary schools have been selected for inclusion in the Urban Breaking the Cycle Scheme: 25 in Dublin, 5 in Cork and 3 in Limerick. (For details see Appendix

¹ A decile is where the schools were ranked from those on the lowest score to those on the highest score and then divided into ten groups, containing the same number in each group. Thus, the highest decile is the tenth of schools who are the most disadvantaged.

1)

Under the Urban Breaking the Cycle Scheme each school will have:

- a pupil teacher ratio of approximately 15 pupils in all infant and junior classes, up to and including second class;
- an enhanced capitation grant of £75 for each pupil (standard rate is £45; additional £30 - £16 for management, £9 for books, £5 for liaison);
- special grant assistance for the purchase of books, teaching materials and equipment;
- further funds for special projects at local level;
- targeted in-career development made available to staffs involved in the Scheme;
- one co-ordinator (Maura Grant, principal of Scoil Mhuire, Blakestown, Co Dublin) appointed to support the development of the Scheme.

The co-ordinator's brief is to visit schools on a regular basis and to organise in-service training, with the help of the Department of Education's in-career development unit. She will also advise on the purchase of equipment and offer ideas and suggestions.

Schools will receive up to £3,000 for teaching and learning materials and equipment and the possibility of up to a further £3,000 to support local initiatives aimed at countering educational disadvantage. The actual amounts will be based on submissions submitted by the schools.

6. Rural Schools

119 small rural schools, grouped into 25 clusters, have been selected for inclusion in the Rural Breaking the Cycle Scheme. (For details see Appendix 2).

In summary these are:

- 43 schools grouped into 9 clusters in **Mayo** (Tullaghan Bay, Clew Bay, Iorrus, Ballina/Crossmolina, Inner Achill, Achill Sound, East Mayo, Belmullet, Crossmolina)
- 32 schools grouped into 7 clusters in **Donegal** (Downings/Carrigart, Buncrana, Malin, Fanad, East Donegal, Drunkineely, Ardara)
- 19 schools grouped into 4 clusters in **Galway** (Ceantar na nOilean, Leitir Mor, Renvyle, Carna)
- 5 schools in 1 cluster in **Leitrim** (Arigna)
- 5 schools in 1 cluster in **Roscommon** (Frenchpark)
- 5 schools in 1 cluster in **Kerry** (Cahirciveen)

- 5 schools in 1 cluster in **Cork** (West Cork)
- 5 schools in 1 cluster in **Tipperary** (Tipperary)

Under the Rural Breaking the Cycle Scheme each school will receive:

- an enhanced capitation grant of £75 per pupil; (standard rate is £45; additional £30 - £16 for management, £9 for books, £5 for liaison);
- special grant assistance for the purchase of teaching and learning materials and equipment;
- additional funding to support suitable initiatives at local level.

Each school will receive up to £1,000 for teaching and learning materials and equipment and the possibility of up to a further £1,000 to support local initiatives aimed at countering educational disadvantage. The actual amounts will be based on submissions submitted by the schools and/or the clusters.

A locally based Co-ordinator is being appointed to each of the 25 clusters. Co-ordinators appointed for each of the clusters will be drawn from schools in the cluster area. Each Coordinator will work with pupils, parents and teachers in the selected schools and at the pupils' homes.

7. **Implementation of the Scheme**

The Schemes are currently underway. At this stage the Urban Scheme is more advanced than the Rural Scheme, which has only recently been announced.

The Department of Education is providing an Induction Development programme for the co-ordinators and information sessions and in-career development for the principals and staff of selected schools.

In the **Urban Scheme** information seminars for Chairpersons, principals and one teacher from each staff have already taken place. The schools are recruiting staff and the additional teachers should be in place by mid-November.

In the **Rural Scheme** 4 regional information meetings for Chairpersons, principals and selected teachers are being organised, in early November, on a regional basis by Colm O' Maolain, Assistant Chief Inspector. Concepta Conaty, National Co-ordinator for the Home-School-Community Liaison Scheme will have a central role in these meetings and in the induction training for rural co-ordinators and in the development of the work in rural schools.

Each participating school (in both the Urban and Rural components of the Scheme) has to prepare and submit a 5 year development plan, which will:

- describe the resources available at present and how they are used;
- outline the current challenges in meeting the needs of children;

- propose strategies to address these challenges;
- set out the resources required to implement these strategies;
- be reviewed annually.

There will be ongoing evaluation by the schools, the Department of Education's Inspectorate and an external programme evaluation by the Educational Research Centre.

The Scheme will run for five years ie. the schools selected into the programme now will receive the additional resources for 5 years. There are no plans to extend the Scheme by way of including additional schools at this stage.

The existing Scheme of Assistance to Schools in Designated Areas of Disadvantage will continue to operate as before.

8. Additional Information

The Department of Education's total budget for addressing educational disadvantage at primary level (for the existing Scheme of Assistance and the new Breaking the Cycle Scheme) is £4.37 million, plus teachers (who have been re-deployed through the demographic dividend).

I have some additional information should anyone require it.

Helen Johnston
23 October 1996.

APPENDIX 1: URBAN SCHOOLS IN THE URBAN BREAKING THE CYCLE

33 SCHOOLS SELECTED FOR INCLUSION IN URBAN PHASE
OF "BREAKING THE CYCLE" INITIATIVE

1996/97

<u>COUNTY</u>	<u>ROLL NO.</u>	<u>SCHOOL</u>
CORK	166800	Scoil Cholmcille C.B.S., Blarney St., Cork.
	* 18786R	Scoil Iosagáin, Farranree, Cork.
	19426P	St. Mark's Boys N.S., The Glen, Cork.
	19427R	St. Brendan's Girl's N.S., The Glen, Cork.
	20038N	Scoil Aiseirí Chríost, Farranree, Cork.
DUBLIN	00752A	Central Model S.N.S., Marlborough St., Dublin 1.
	01795A	Central Model Infants N.S., Marlborough St., Dublin 1.
	05933G	George's Hill Convent N.S., George's Hill, Dublin 7.
	06469M	St. Laurence O'Toole Infts.N.S., Seville Place, Dublin 1.
	11776C	St. Laurence O'Toole Jnr.B.N.S., Seville Place, Dublin 1.

- 12448N** *Gardiner Street Convent,
Gardiner St.,
Dublin 1.*
- 15056L** *St. Vincent's Girl's N.S.,
North William St.,
Dublin 1.*
- 15816I** *St. Vincent's Inf. Boys N.S.,
North William St.,
Dublin 1.*
- * **16695E** *Christian Brother's N.S.,
North Brunswick St.,
Dublin 7.*
- 17110B** *St. Laurence O'Toole C.B.S.,
Seville Place,
Dublin 1.*
- * **17881G** *Scoil Uí Chonaill,
North Richmond St.,
Dublin 1.*
- 17884M** *St. Audeon's N.S.,
Cook St.,
Dublin 8.*
- 18841W** *St. Catherine's N.S.,
School St.,
Dublin 8.*
- 19431I** *St. Joseph's Junior N.S.,
Balcurris Road,
Ballymun,
Dublin 11.*
- 19454U** *Our Lady Immaculate Jnr. N.S.,
Darndale,
Dublin 5.*

- * 19524P *Our Lady Immaculate S.N.S.,
Darndale,
Dublin 5.*
- * 19583I *St. Joseph's S.N.S.,
Balcurris,
Ballymun,
Dublin 11.*
- * 19613O *Knockmore S.N.S.,
Killinarden,
Tallaght,
Dublin 24.*
- 19702N *St. Thomas Junior N.S.,
Jobstown,
Tallaght,
Dublin 24.*
- * 19765O *St. Thomas S.N.S.,
Jobstown,
Tallaght,
Dublin 24.*
- 19775R *Cnoc Mhuire Jnr. N.S.,
Killinarden,
Tallaght,
Dublin 24.*
- 19895E *Scoil Mhuire & Iosaf,
St. Mary's Place,
Dublin 7.*
- 19933J *Scoil Treasa Naofa,
Petrie Road, Donore Avenue,
South Circular Road,
Dublin 8.*
- 19946S *Rutland St. N.S.,
Lower Rutland St.,
Dublin 1.*

	<i>20005V</i>	<i>St. Mary's N.S., Dorset St., Dublin 7.</i>
<i>LIMERICK</i>	<i>19372S</i>	<i>South Hill N.S., South Hill, Limerick.</i>
	<i>196670</i>	<i>Our Lady of Lourdes N.S., Rosbrien, Limerick.</i>
	* <i>19670D</i>	<i>Presentation Primary School, Br. Baile an Rostaigh, Galvone, Limerick.</i>

* Denotes a school which has been included because of its association with the same general population as one of the 25 selected schools.

APPENDIX 2: RURAL SCHOOLS IN THE RURAL BREAKING THE CYCLE

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - Tullaghan Bay, Co Mayo

<u>School Roll</u>	<u>School Name</u>
18588N	Sraith na Monrach NS Ballycroy Westport Co Mayo
17532E	Scoil Bhríde Drumslide Ballycroy Westport Co Mayo
14193Q	Dumha Thuama Doohoma NS Doohama Ballina Co Mayo
19776T	Gaoth Sáile Geesala Central School Ballina Co Mayo
18002D	SN Padraig Naofa Dromgallach Ballycroy Westport Co Mayo

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - Clew Bay, Co Mayo

School Roll	School Name
17321O	SN an Coill Mhór Newport Westport Co Mayo
13555T	SN an Fhaithe Faithe Baile Ui Bhfiachain Co Mhuigheo
16618J	SN Cill Míona Kilmeena Westport Co Mayo
17483R	Carrowholly NS Carrowholly Westport Co Mayo
04796R	Brackloon NS Westport Co Mayo
17442D	SN Mhuire Borus Coill Salach Cathair na Mart Co Mhuigheo

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - Iorris, Ballina, Co Mayo

School Roll	School Name
12569C	Rosspport NS Rosspport Ballina Co Mayo
15032U	SN Muire gan Smál Ceathrú Thaidgh Beal an Átha Co Mhuigheo
16283E	Pullathomas NS Pullathomas Ballina Co Mayo
11582M	SN Deirble Béal Dearg Beal an Átha Co Mhuigheo
13882L	Glenamoy NS Glenamoy Ballina Co Mayo

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - Ballina/Crossmolina, Co Mayo

School Roll	School Name
15996N	Rathbane NS Bofeenaun Ballina Co Mayo
15705W	Rathkell NS Castlehill Ballina Co Mayo
14400S	Richmond NS Cill Mhuire Crossmolina Co Mayo
14865Q	Killocran NS Castle Hill Ballina Co Mayo
16911H	SN Leathardain Leathardain Beal Átha an Fheadha Co Mhuigheo

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - Inner Achill, Co Mayo

School Roll	School Name
18754E	SN Naomh Seosamh Bunacurry Achill Co Mayo
14866S	Bullmouth NS Dooniver Achill Co Mayo
18082E	SN Dumhach Dooagh Achill Co Mayo
14873P	Dunkennella NS Keel Achill Co Mayo

Valley NS (1 teacher school).
Achill
Co. Mayo

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - Achill Sound, Co Mayo

<u>School Roll</u>	<u>School Name</u>
17596H	SN an Doirín Gob a Choire Cathair na Mart Co Mhuigheo
16052I	SN Naomh Padraig Saile Gob a Chore Acaill Co Mhuigheo
16113C	SN Tóin na Gaoithe Tonragee Achill Co Mayo
14863M	Achill Sound Convent NS Achill Co Mayo
16295L	Currane NS Currane Achill Co Mayo

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - East Mayo

<u>School Roll</u>	<u>School Name</u>
15113U	St James NS Barnacogue Swinford Co Mayo
15030Q	St Mary's NS Aghamore Ballyhaunis Co Mayo
16173U	Kinaffe NS Swinford Co Mayo
16756V	St Brigid's NS Tooreen Ballyhaunis Co Mayo
13389F	St Joseph's NS Midfield Swinford Co Mayo

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - Belmullet, Co Mayo

<u>School Roll</u>	<u>School Name</u>
14258S	Kilmore Erris NS Binghamstown Ballina
13383Q	Shraigh NS Shraigh Bunnahowen Ballina
15014S	Corclough NS Corclough Belmullet Co Mayo
17923T	Belmullet Jun NS Belmullet Co Mayo

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - Crossmolina, Co Mayo

School Roll	School Name
06852L	Scoil N Padraig Garracloon Cloghans PO Ballina Co Mayo
13866N	Ratheskin NS Ratheskin Kilcon Ballina Co Mayo
14728G	Girls' NS Crossmolina Co Mayo
17988B	St Tiernan's BNS Crossmolina Co Mayo

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - Downings/Carrigart, Co Donegal

School Roll	School Name
19009W	SN Chreamhghoirt Cranford Letterkenny
19228L	SN Naomh Brid Ceann a Leargaidh Na Dunaibh Leitir Ceanainn
19252I	Scoil Eoin Baiste Umlagh Carraig Airt Leitir Ceanainn
17036P	SN Colmchille Killmacrennan Letterkenny

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - Buncrana, Co Donegal

School Roll	School Name
01574H	St Joseph's NS Lower Illies Buncrana Co Donegal
16108J	Scoil N. Treasa Tiernasligo Clonmany Co Donegal
17180W	SN Na Golvainte Clonmany Co Donegal
18114O	St Egney's NS Desertegney Buncrana Co Donegal
18520C	St Patrick's Rasheney Ballyliffin Co Donegal

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - Malin, Co Donegal

School Roll	School Name
19614Q	St Boden's NS Culdaff Lifford Co Donegal
07626H	Urblereagh NS Malin Head Co Donegal
17721H	Scoil Treasa Naofa Malin Lifford Co Donegal
16880W	Craigtown NS Carndonagh Co Donegal
18446Q	St Mary's NS Malin Head Lifford Co Donegal

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - Fanad, Co Donegal

<u>School Roll</u>	<u>School Name</u>
15532R	Croaghross NS Portsalon Letterkenny
18120J	Scoil Mhuire Caiseal Ceannroma Leitir Ceanainn Co Dhun na nGall
16471F	St Davadogs NS Tawney Letterkenny
16279N	Scoil Choluim Ballyherrin Letterkenny
18241V	St Colmcille's NS Drumman Ramelton Co Donegal

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - East Donegal

<u>School Roll</u>	<u>School Name</u>
05230S	Convoy Joint NS Main Street Convoy Co Donegal
17598L	SN An Leinbh Iosa Coxtown Carrigans Lifford
17469A	St Colmcille's NS Ballindrait Lifford
17729A	SN Proinneas Magherabeg Manorcunningham Letterkenny
17057A	St Patrick's NS Drumkeen Ballybofey Co Donegal

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - Dunkineely, Co Donegal

<u>School Roll</u>	<u>School Name</u>
16603T	Killian NS Inver Co Donegal
19089A	Killaghtee NS Dunkineely Co Donegal
18421A	Dunkineely NS Dunkineely Co Donegal
17716O	Drumnacrosk NS Kilraine PO Co Donegal

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - Ardara, Co Donegal

School Roll	School Name
18131O	St Mary's NS Ardara Co Donegal
17035N	Mín Tine Dé NS Ardara Co Donegal
17447N	SN Crannaigh Buidhe Crannóg Buí Ardara Co Donegal
16869L	SN an Bhreacaigh Ard a Ratha Co Dhún na nGall
01733B	Ardara Mxd NS Ardara Co Donegal

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - Ceantar na nOileán, Co na Gaillimhe

School Roll	School Name
14724V	Scoil Ronáin Oileán Trá Bhán Leitir Mor Gaillimh
13528C	SN Oilean Droim Leitir Mor Gaillimh
15518A	SN An Chnoic An Cnoc Leitirmeallain Co na Gaillimhe
17689O	SN Tír an Fhaidh Leitir Mor Gaillimh
13416F	SN Leitir Mealláin Leitir Meallain Co na Gaillimhe

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - Leitir Mór, Co na Gaillimhe

School Roll	School Name
13951E	SN Leitir Mucu Camus Co na Gaillimhe
13952G	SN Bhríde Leitir Caladh Leitir Mor Gaillimh
13699U	SN Colmcille Leitir Mór Gaillimh
18514H	SN Chuilmchille An Tulach Baile na hAbhann Co na Gaillimhe
12946G	SN Cuilmcille Ros a' Mhíl Baile na hAbhann Co na Gaillimhe

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - Renvyle, Co Galway

School Roll	School Name
09833W	NS Leitir Geis Leitir Geis Renvyle Co Galway
11669B	St Brigid's NS Eagle's Nest Renvyle Co Galway
13621G	SN Muire Leitir Fraic Co na Gaillimhe
14420B	St Patrick's NS Tully Renvyle Co Galway

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - Cárna, Co na Gaillimhe

School Roll	School Name
18263I	Scoil Bhríde Muighros Cárna Co na Gaillimhe
14421D	SN Árd Árd Thiar Cárna Co na Gaillimhe
10591I	SN Ard Mhóir Cill Chiaráin Co na Gaillimhe
18121L	Scoil Mhuire Cárna Co na Gaillimhe
17574U	SN N. Ciaráin Cill Chiaráin Co na Gaillimhe

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - Arigna, Co Leitrim

School Roll	School Name
16951T	Creevelea NS Creevelea Drumkeerin Co Leitrim
17622F	St Lasair's NS Arigna Carrick-on-Shannon
15382B	Drumleese NS Dromahair Co Leitrim
19255O	St Michael's NS Glenfame Co Leitrim
17283J	St Patrick's NS Geevagh Co Sligo

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - Frenchpark, Co Roscommon

<u>School Roll</u>	<u>School Name</u>
17266J	St Mary's NS Ballinagare Castlerea Co Roscommon
15255R	Don NS Cortoonmore Ballaghaderreen Co Roscommon
15543W	Tibohine NS Tibohine Castlerea Co Roscommon
17748E	SN Padraig Naofa Dungar Frenchpark Castlerea Co Roscommon
15425Q	Fairymount NS Fairymount Castlerea Co Roscommon

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - Caherciveen, Co Kerry

<u>School Roll</u>	<u>School Name</u>
16702V	Scoil Mhuire BNS Quay Street Caherciveen Co Kerry
13542K	St Joseph's NS Caherciveen Co Kerry
11419B	Scoil Bhreanainn Portmagee Co Kerry
12701W	Scoil an Fhail Mor Filemore, Caherciveen Co Kerry

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - West Cork

School Roll	School Name
17281F	Togher NS Dunmanway Co Cork
15646J	Coomhola NS Bantry Co Cork
17011W	Scoil Mocomhog Cappaboy Kealkil Bantry Co Cork
16087E	Scoil na Caolchoille Kealkill Bantry Co Cork

Rural/Small Schools Phase of "Breaking the Cycle"

Cluster - Ballingarry, Co Tipperary

School Roll	School Name
11470B	Slieveardagh NS The Commons Thurles Co Tipperary
17665A	Glengoole NS Glengoole Thurles Co Tipperary
13210I	Ballingarry NS Ballingarry Thurles Co Tipperary
07048Q	Mohober NS Mohober Mullinahone Thurles Co Tipperary
11453B	Lisnabrock NS Coalbrook Thurles Co Tipperary