



Llanmartin Primary School

Strategic Equality Plan 2024-2028

Mae'r dogfen hon ar gael yn y Gymraeg
This document is available in Welsh



NEWPORT
CITY COUNCIL
CYNGOR DINAS
CASNEWYDD

Values

Llanmartin Primary school is fully inclusive and attracts children from the local community. The school benefits from spacious classrooms, a dedicated Nursery, a dedicated Learning Resource Base, open courtyards and a large playing field. The school is in a pleasant rural setting on the Underwood Estate. We cater for children aged from 3 – 11 years from Underwood and surrounding communities. The school delivers its curriculum and conducts its business through the medium of English, except for the increasing use of incidental Welsh. Llanmartin Primary School is a member of the Llanwern Cluster.

We aim to develop ambitious and capable learners who, through a wealth of exciting experiences and challenges in a vibrant learning environment, develop into respectful and inquisitive learners who care about the local community, Wales and the wider world. We aim to nurture happy and confident, well rounded individuals who have a life-long love of learning, realising their true potential.

Our school values are:

- Respect - by valuing the diversity, rights and property of others
- Honesty - by telling the truth and being true to our word
- Co-operation - by working together appropriately to achieve our aims
- Tolerance – by respecting the religious beliefs of others; not judging others; respecting and appreciating differences in people
- Kindness - by showing consideration to others
- Responsibility - by contributing positively to our whole school community, by accepting the consequences of actions and by agreeing and following simple rules

Our school cultivates a positive, inclusive ethos that this policy will support and help to maintain. The school aims to:

- ✓ Provide a safe, happy and secure environment where everyone starts and finishes each day wanting to learn because they feel confident and valued.
- ✓ To provide a varied, balanced and evolving curriculum that celebrates individuals' learning styles, talents and interests, whilst promoting stimulating, lively, enquiring minds and a natural curiosity about the world in which they live.
- ✓ To establish a learning community where everyone works in partnership to develop an ethos of care, respect and consideration of each other and where the views of the individual are encouraged and respected.
- ✓ To be a school where the highest standards of behaviour are expected and celebrated and where there is respect for ourselves and others.
- ✓ Be proud of our Welsh heritage, to promote bilingualism and enjoy learning through the medium of Welsh.

School Governance

The Governing Body is responsible for ensuring that the school fulfils its legal equalities responsibilities. A member of the Governing Body has a watching brief for equalities matters. With assistance from the Headteacher, the Governing Body will ensure that this Plan is implemented.

The Governing Body has equalities issues as regular items on the agenda of Governing Body meetings and there is a governor with responsibility for equalities.

The named persons with responsibility for dealing with reported incidents of discrimination or bullying are Mrs Victoria Curtis (Headteacher) and Mrs Helen McCormick (Deputy Headteacher) and all members of the Senior Leadership Team. The school will make sure that all incidents of discrimination relating to the school, its pupils and staff are reported and recorded in a register. The register will be shared with the local authority to help it plan anti-discrimination work. Neither the school nor the local authority will ever publicly identify individuals involved in incidents.

The ALNCo is a senior member of staff with special responsibility for implementing and promoting equalities matters and this Plan.

Our School council will provide pupil voice on our Equality Plan and how it is created.

Monitoring

This report will be monitored as part of the school 'Monitoring, Evaluation and Review' cycle annually. This will ensure our plan remains relevant in light of new legislation, developments within the community and will remain informed through self-evaluation and feedback from our stakeholders. A target relating to the school Strategic Equality Plan will be included in the School Development Plan each year.

The school Strategic Equality Plan will be reported on as part of the Head Teachers written report to Governors and in the School Governors' Annual Report to Parents.

Demographic Data

Demographic data used to inform Llanmartin Primary School's Strategic Equality Plan 2024-2028.

Group	Percentage
Eligible for Free School Meals	23.43%
Live in the 20% most deprived areas in Wales	
Additional learning needs	14%
School-based IDP	0.78%

LA IDP	1.56%
Multi-Lingual Learners	9.38%
Male	55.47%
Female	44.53%

Ethnic Groups among learners and staff

Ethnic Group	2021 Census data	2024 PLASC data	
	Newport	Learners	Staff
Total Asian	7.6%	1.66%	0%
Total Black	2.3%	5.79%	0%
Total Other	1.7%	0%	0%
Total Mixed or Multiple Ethnic Groups	2.8%	0%	0%
Total White	85.5%	92.55%	100%
Total Unknown	0.1	0%	0%
Total	100	100%	100%

Equality Objectives and Actions

Equality Objective 1

Leadership, Governance and Involvement: the school has strong leadership and clear governance around equality, ensuring robust monitoring processes and regular, meaningful stakeholder engagement.

Engagement:

The school has completed the following engagement exercises with relevant groups within the school community, to inform the actions planned under this objective:

Parent questionnaire – October 2023 (repeated annually)

Staff Survey – July 2024 (repeated annually)

Pupil questionnaire – July 2024 (repeated annually)

Governing body discussion (minutes). Discussion of the School Monitoring, Evaluation and Review Cycle (Governor Curriculum Committee meeting minutes) and work towards the School Development targets (Governor Curriculum Committee meeting minutes)

Pupil voice Meetings (Weekly meeting minutes)

Estyn Report – July 2024 – Pupil Voice is a strength of the school

Actions		Responsibility	Deadline	RAG rating
1	Promote and facilitate termly School Council meetings. School Council will be part of Newport City Council Grand Council 2024-2025 All pupils from Year 1 to Year 6 to be involved with School Council elections, including our Learning Resource Base – voting booths to be set up in the hall and pupils to vote on a voting slip, indicating with a 'x' the pupils they want to represent their class on the School Council HT meets with the chairperson of each pupil voice groups half	Deputy Headteacher	Ongoing weekly meetings with minutes starting September 2024	

	termly to discuss their role within school improvement			
2	Ensure that School council is representative of the school's learners across protected characteristics. All school staff to encourage representation on pupil voice groups.	All Class teachers – encourage all learners to write a manifesto to encourage pupils to vote for them	September 2024	
3	Strengthen the range of 'pupil voice groups' which focus on shared rights and responsibilities. Pupil Voice Groups meet weekly and include: School Council, Criw Cymraeg, Digital Leaders, Helping Hands, Eco-Friends, Well-Being Warriors	Class teachers	Ongoing weekly meetings from September 2024	
4	Deliver school communications to parents and carers in plain, easy to understand language (and multilingual options which is accessible through SeeSaw). Ensure all parents have access to the weekly school newsletter via SeeSaw School Website to include the school Equalities Policy. Parents to sign the home school agreement at Parent's Evening	Headteacher All Classteachers	Ongoing throughout the year from September 2024	
5	Include information on progress against actions identified within the school's accessibility strategy within this strategic plan's annual report on the Annual Governor's Report to Parents	Headteacher Governing Body	December 2024	
6	Facilitate equality and diversity training for all school governors, which will include Equality Impact Assessment training and awareness	Headteacher Governing Body	March 2025	

Describe how this objective and its actions support wider policies, processes and legislation: This objective and associated actions have been written under the principle that schools play an important role in their community. They can meet their statutory duties by being more visible around equality issues, and can better serve marginalised groups by having in place robust governance processes that ensure that key strategies to the equalities agenda i.e. the school accessibility strategy are relevant strategies to the school's future development. In addition, both the objective and its actions have been strongly influenced by the principle that Pupil Voice is important to the development of a school's culture and the values of its learners, strongly supporting many of the principles of Equality Objective 2: Community Cohesion. The objective also supports many of the principles within Well-being of Future Generations, including both collaboration (through its integration of multiple strategic priorities) and involvement (through its coproduction with relevant stakeholders) Annual evaluative commentary:

Equality Objective 2 Community Cohesion: the school promotes positive relationships between different communities, supporting integration and effectively identifying emerging community tensions.			
Engagement: The school has completed the following engagement exercises with relevant groups within the school community, to inform the actions planned under this objective: Parent questionnaire – October 2023 (repeated annually) Staff Survey – July 2024 (repeated annually) Pupil questionnaire – July 2024 (repeated annually) Governing body discussion (minutes). Discussion of the School Monitoring, Evaluation and Review Cycle (Governor Curriculum Committee meeting minutes) and work towards the School Development targets (Governor Curriculum Committee meeting minutes) Pupil voice meetings (Weekly meeting minutes)			
Actions	Responsibility	Deadline	RAG rating

1	Develop a range of methods to identify identity-based bullying, these will feed into local authority data via Protected Characteristics Incident Recording Form	Headteacher Deputy Headteacher Class teachers Governing Body	Spring 2025	
2	Explore and embed the contributions that BAME and LGBTQ+ have made to history and wider society into the school's curriculum offer. School to ensure that BAME and LGBTQ+ elements weave through the school curriculum through themes and Jigsaw lessons	Headteacher Deputy Headteacher Class teachers Governing Body	Termly Theme evaluations	
3	Ensure that staff training, policies and the curriculum suitably address the risks of radicalisation and extremism. Complete VAWS DAV training 2024-2025 Include work in the curriculum from 'Show Racism a Red Card' and work with DARPL	Headteacher Deputy Headteacher Class teachers Governing Body	VAWS DAV training – Autumn Term 2024 DARPL – Summer 2025	
4	Review and refine the Relationship and Sexuality Education curriculum offer, to ensure provision is rights based and inclusive, and work with learners, parents and carers to shape provision. Continue to ensure full coverage of RSE curriculum through Jigsaw weekly lessons.	Headteacher Deputy Headteacher Class teachers Governing Body	Termly Theme evaluations	
Describe how this objective and its actions support wider policies, processes and legislation: This objective has been developed to reflect the important role schools play in developing communities that are cohesive and share fundamental common values of respect and tolerance. It reflects the obligation the school has under the general duty of the equality act to foster good relations between people who share a protected characteristic and those who do not.				

The objective supports a number of intersecting policy agendas, including **Welsh Governments Rights, Respect, Equality guidance**, the **national community cohesion agenda** and the **RSE** provision. The objective also supports many of the principles within Well-being of Future Generations, including both **involvement** (through its coproduction with relevant stakeholders) and **prevention** (through its robust commitment to ensure that learners are instilled with the values that will create more cohesive communities in the future)

Annual evaluative commentary:

Equality Objective 3

Equity in Education: the school promotes a whole school approach that is fully inclusive and looks to positively identify and address any inequality in provision, attainment, and early career pathways of vulnerable learners

Engagement:

The school has completed the following engagement exercises with relevant groups within the school community, to inform the actions planned under this objective:

Parent questionnaire – October 2023 (repeated annually)

Staff Survey – July 2024 (repeated annually)

Pupil questionnaire – July 2024 (repeated annually)

Governing body discussion (minutes). Discussion of the School Monitoring, Evaluation and Review Cycle (Governor Curriculum Committee meeting minutes) and work towards the School Development targets (Governor Curriculum Committee meeting minutes)

Pupil voice meetings (Weekly meeting minutes)

Actions		Responsibility	Deadline	RAG rating
1	Work with the local authority to review exclusion data for vulnerable groups and explore ways of securing improvement.	Headteacher	Summer 2025	
2	Work with the local authority to review attendance data for vulnerable groups and explore ways of securing improvement. Termly meetings with EWO to discuss attendance of groups of	Headteacher	Termly meetings from Autumn Term 1	

	pupils. Look specifically at school pupils across protected characteristics			
3	Review academic progress/attainment data for vulnerable groups and explore ways of securing improvement. Complete baseline assessments and review data to secure improvement focusing on FSM and pupils across protected characteristics Termly meetings with class teachers to discuss pupil progress within their classes. Look specifically at school pupils across protected characteristics. Termly meetings between pupils:teachers to discuss pupil progress and renew targets.	Headteacher Class teacher	Termly meetings Headteacher/Deputy Headteacher and Class teacher from Autumn Term 1 Termly meetings Class teacher and pupils from Autumn Term 1 Baseline Assessment data discussed at the start of each school term (Autumn, Spring and Summer)	
Describe how this objective and its actions support wider policies, processes and legislation: This objective reflects the Welsh Government's National Mission to achieve high standards and aspirations for all by tackling the impact of poverty on educational attainment and supporting every learner.				
Annual evaluative commentary:				