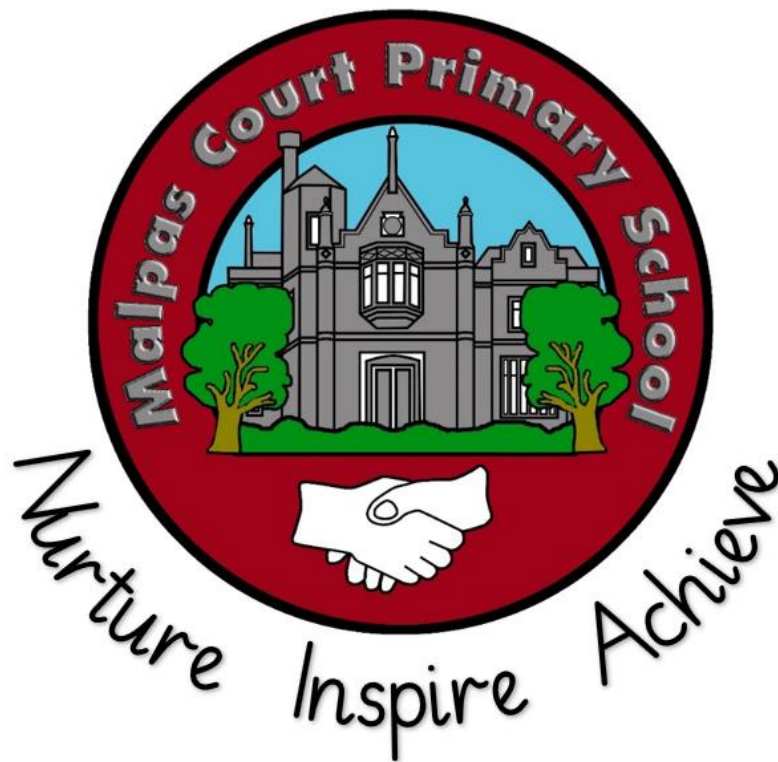


# Malpas Court Primary School

Strategic Equality Plan 2024--2028



**NEWPORT**  
CITY COUNCIL  
CYNGOR DINAS  
**CASNEWYDD**

## Values

At Malpas Court we have a committed and successful team who have the highest expectations for every child who attends our school. We aim to provide an outstanding education for all learners that fosters academic excellence and personal growth. Our team work hard to develop the whole child and places great emphasis on their well-being; ensuring that they are ready, willing and able to learn. We have high hopes that every child will reach their full potential through our broad and balanced curriculum. We strive to inspire one another through a range of learning experiences that are exciting and engaging, both inside and outside of the classroom.

We truly believe that working together is how we will achieve the best for the children of Malpas Court; the partnership between home and school is vital. We are proud of our links with the community and the climate of trust, equality and mutual respect that exists within the school. Our motto, 'Learn to live and live to learn in an ever changing world' celebrates our desire for children to leave our school as independent young people, equipped with the skills and values to overcome the challenges of living and working in the 21st century.

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as healthy and happy citizens, confidently applying their knowledge and skills in an ever-changing world.

At Malpas Court Primary School we work collaboratively with others to develop ambition, enterprise, ethics and health in our learners; by providing exciting, authentic, learning experiences.

The INSPIRE Values are central to our school culture and ethos. Our positive relationships policy reinforces the following values:

- I We follow INSTRUCTIONS and respond IMMEDIATELY
- N We show that we are NOBLE and considerate of others
- S We are SELF-MOTIVATED to SUCCEED
- P We enjoy school life and overcome challenges by being POSITIVE
- I We aim to be INDEPENDENT
- R We care for others and show RESPECT, being RESPONSIBLE for our actions
- E We learn EFFECTIVELY by being ENGAGED in everything we do

## School Governance

Working in collaboration our governors, staff and children work tirelessly to ensure that Malpas Court is full inclusive:

Headteacher – Mrs Llewellyn

Deputy Headteacher – Mrs Rawlings

ALNCo – Mrs Webb

Chair of Governors – Cllr Mayer

Vice Chair of Governors – Rev. Stevens

Pupil Leadership Team - 4 Year 6 children

School Council – Representatives from all year groups










## Monitoring

At Malpas Court will report and monitor the progress that is being made within the actions/commitments set out within our Strategic Equality Plan through the HT's report to governors.

Regular evaluation of progress against the actions outlined in the SER, will form part of our whole school MER cycle, ensuring it remains relevant of new legislations, developments within the community and feedback from our stakeholders. The SER will also remain a priority as a subsection of the School Development Plan within Priority 1.

## Demographic Data

Census Data includes in the Newport City Council Strategic Equality Plan 2024–2028

		
Newport's population saw the greatest increase in Wales, with a rise of 9.5% to 159,600 in 2021.	51% of the city's population is female 49% of the city's population is male	20.2% % of the population is below the age of 16 (slightly higher than the Welsh average)
		
62.9% of the population is between the ages of 16 and 64 (slightly higher than the Welsh average)	2.9% of the population is over the age of 65 (slightly lower than the Welsh average)	10.0% of the population self-identified as being disabled and limited a lot (slightly higher than the Welsh average)
		Sexual orientation
19.7% of the population comes from Black, Asian and Minority Ethnic Groups (figure includes White minorities)	The top three religions in the Newport are: No religion (43.0%), Christianity (42.8%), and Islam (7.1%)	2.9% of the population identifies as either Lesbian, Gay, Bisexual, or other minority sexual orientations
Gender Reassignment	Care Experience	
0.6% of population aged 16 and over in Newport have a gender identity different from their sex at birth.	575 children and young people in Newport had care experience, including 348 Children Looked After, 227 Care Leavers and 30 Unaccompanied Asylum-Seeking Children as at 23/02/2024	54.1% of households in Newport are in material deprivation (same as the Welsh average)

Demographic data used to inform Malpas Court Primary School's Strategic Equality Plan 2024–2028.

Group	Percentage
Eligible for Free School Meals	49%
Live in the 20% most deprived areas in Wales	96%
Additional learning needs	21%
School-based IDP	7%
LA IDP	6%
Multi-Lingual Learners	16%
Male	52%
Female	48%

Ethnic Groups among learners and staff

Ethnic Group	2021 Census data	2024 PLASC data	
	Newport	Learners	Staff
Total Asian	7.6%	4%	-
Total Black	2.3%	5%	3%
Total Other	1.7%	4%	3%
Total Mixed or Multiple Ethnic Groups	2.8%	11%	-
Total White	85.5%	76%	94%
Total Unknown	0.1	0	-
Total	100	100%	100%

## Equality Objectives and Actions

### Equality Objective 1

**Leadership, Governance and Involvement:** the school has a newly formed senior leadership team who have strong leadership and vision for equality. The MER cycle ensures robust monitoring processes and regular, meaningful stakeholder engagement with clear governance.

### 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 questionnaires completed during Spring term class assemblies

Staff Survey using WSA

Governing body discussion (minutes) throughout 2023-2024 full GB meetings

Pupil voice action plan progress

SHRN data

Community finding from the WSA data

Actions	Responsibility	Deadline	RAG rating	
1	Promote and facilitate termly student council meetings.	RM and JL	Termly	Insert which term the RAG was updated e.g. Autumn 2024
2	Ensure that student council is representative of the school's learners across protected characteristics.	RM and JL	September 24/25/26/27	
3	Strengthen the range of 'pupil voice groups' which focus on shared rights and responsibilities, such as the 'wellbeing warriors and PLT'.	SLT	Autumn Term 2024	
4	Deliver school communications to parents and carers in plain, easy to understand language (and multilingual options via dojo).	All staff	Ongoing	
5	Facilitate equality and diversity training for all school governors, which will include Equality Impact Assessment training and awareness.	DM (CoG)	Autumn Term	

**Describe how this objective and its actions support wider policies, processes and legislation:** This objective and associated actions are recognition that schools play an important role in their community. We can meet our statutory duties by being more visible around equality issues, and will better serve marginalised groups by having in place robust governance processes that ensure that key strategies to the equalities agenda.

In addition, both the objective and its actions have been strongly influenced by the fact 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 collaboration with relevant stakeholders).

### Annual evaluative commentary:

Describe progress made, impact achieved and key next steps.

## 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:

Health and Wellbeing AoLE action plan

Humanities AOLE

Listening to learner's activities

Staff training records

FEO activities and feedback

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	SLT	Spring 2024	Insert which term the RAG was updated e.g. Autumn 2024
2	Explore and embed the contributions that BAME and LGBTQ+ have made to history and wider society into the school's curriculum offer.	DW and HS	Summer 2024	
3	Ensure that staff training, policies and the curriculum suitably address the risks of radicalisation and extremism, such as PREVENT and SPRECTRUM.	RL	Annually Spring Term	
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.	DW	Annually Summer term	
5	Strengthen the engagement of families with a focus on developing key skills and lines of communication.	FEO	Ongoing	

**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:

Describe progress made, impact achieved and key next steps.

### Equality Objective 3

**Equity in Education:** the school promotes a whole school approach that is fully inclusive and looks to positively address any inequality in provision and attainment.

#### Engagement:

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

EWO meeting feedback

Weekly attendance data

PLT activities

Cohort tracker information

EduKey information

Actions	Responsibility	Deadline	RAG rating	
1	Work with the local authority to review exclusion data for vulnerable groups and explore ways of securing improvement.	RL	Ongoing	Insert which term the RAG was updated e.g. Autumn 2024
2	Work with the local authority to review attendance data for vulnerable groups and explore ways of securing improvement.	SJ and SLT	Regularly through the school year	
3	Review academic progress/attainment data for vulnerable groups and explore ways of securing improvement.	AoLE Leads and SLT	Termly	
4	Ensure a robust system to monitor the impact of interventions.	SLT	Termly	

**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:

Describe progress made, impact achieved and key next steps.