



Excite, Challenge, Empower

Strategic Equality Plan 2024-2028



Values

Glan Usk Primary School is a large primary school situated near the River Usk in the heart of Newport City. The school is host to 667 learners who come to us from a wide variety of backgrounds rich in diversity, culture and language.

The school plays a pivotal role in the heart of our community, serving as more than just an educational institution. A school's culture is built by the people who are part of it. In our school, we are all learners, determined to improve, we are an inclusive learning organisation. We care about our children and their well-being, we nurture them as individuals. We welcome differences and celebrate diversity. We have high aspirations for every child, and work together to support our learners to achieve their best. Staff work hard to foster a supportive and inclusive environment where children can grow academically, socially and emotionally. Through the work of our team and our engaging SHINE curriculum, the school not only equips learners with essential knowledge, skills and experiences but also encourages values such as respect, kindness and community spirit. The school actively collaborates with parents, local organisations and community members, creating a strong network of support for the learners and promoting a sense of belonging for families. The school has a proactive Family and Community Engagement team that plan and deliver a range of community events, initiatives, extra-curricular activities and outreach programmes all to support learners and their families.

At Glan Usk Primary School we reach for the stars and stakeholders have agreed to embody these values to nurture a safe, happy and inclusive environment:

Respect

Engage

Aspire

Caring

Honest

The school's ambitious mission to Excite, Challenge and Empower, is realised through three vision principles:

- ❖ To make learning irresistible
- ❖ To strive for equity and excellence
- ❖ To nurture our community

We have a whole school approach to Wellbeing. Our values, relationships, practice and pedagogy and all of our systems and processes are underpinned by 5 key elements which help us in putting our vision into action.

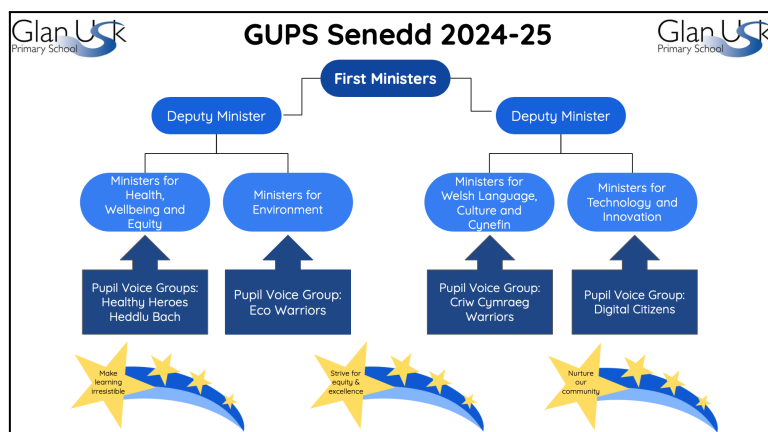
- ❖ Safety
- ❖ Belonging
- ❖ Agency
- ❖ Efficacy
- ❖ Love and Care

School Governance

The school is governed by a board of Governors, which includes representatives from the local authority, staff, parents and the community. Governors play a key role in shaping the school's strategic direction, overseeing financial management, ensuring the delivery of a high-quality curriculum and supporting the well-being of both learners and staff. They work closely with the Headteacher to monitor academic standards, implement policies, and create an inclusive and safe learning environment. School Governors also ensure that the school meets its statutory obligations, including safeguarding and promoting Welsh language and culture. Through their commitment and oversight, the governing body helps foster a collaborative, transparent, and accountable school community.

The School's Leadership and Support Team is made up of a Headteacher, two Deputy Headteachers, Three Phase Leaders, Inclusion Leader, Family and Community Engagement Lead, Welsh Language, Culture & Cynefin Lead, Reading Champion, and a Digital Innovation Lead. All staff play a key-role in operationally implementing policies and improvement priorities.

The school has a learner elected GUPS Senedd, consisting of two First Ministers, two Deputy Ministers, 4 Senedd groups, each with a Minister and Deputy minister.



Learners are given a strong voice at Glan Usk Primary School and are instrumental in shaping and evaluating improvement priorities.

Monitoring

This plan will be reviewed termly and progress towards objectives will be included in the Headteacher's report to Governors. The plan will be hosted on the school website enabling all stakeholders to view progress.

Demographic Data

Census Data include 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 Glan Usk Primary School's Strategic Equality Plan 2024-2028

Group	Percentage
Eligible for Free School Meals	20.81%
Live in the 20% most deprived areas in Wales	35.8%
Additional learning needs	18%
School-based IDP	1.95%
LA IDP	1.65%
Multilingual Learners	16.64%
Male	47.1%
Female	52.9%

Ethnic Groups among learners and staff

Ethnic Group	2021 Census data	2024 PLASC data	
	Newport	Learners	Staff
Total Asian	7.6%	16.2%	2.9%
Total Black	2.3%	2.3%	0%
Total Other	1.7%	0.2%	0%
Total Mixed or Multiple Ethnic Groups	2.8%	6.8%	1.5%
Total White	85.5%	74.5%	95.6%
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:

Insert details, for example the date of the engagement exercise, the nature of the activity and the key findings:

Learner questionnaire - July 2024 - Most learners felt they were asked their opinions about life at school and school leaders listened to their suggestions and made improvement changes.

Parent questionnaire - July 2024 - Nearly all families felt their child and family felt a sense of belonging at the school. Most families felt the school provided opportunities for learners and families to have a voice in decision making and their feedback informed future decisions and improvements.

Analysis of Pupil Voice Membership - In the GUPS Senedd Groups, not all groups had representation from across protected characteristics. Learners from protected characteristics were underrepresented in the leadership positions of these groups.

Actions		Responsibility	Deadline	RAG rating
1	Promote and facilitate half termly GUPS Senedd Group Meetings.	Deputy Headteacher SR	December 2024	
2	Ensure that the GUPS Senedd members are representative of the school's learners across protected characteristics.	Deputy Headteacher SR	December 2024	
3	Strengthen the range of 'pupil voice groups' which focus on shared rights and responsibilities.	Deputy Headteacher SR	December 2024	
4	Deliver school communications to parents and carers in plain, easy to understand language (and multilingual options?).	Acting Headteacher ARo	July 2025	
5	Include information on progress against actions identified within the school's accessibility strategy within this strategic plan's annual report.	Acting Headteacher ARo	July 2025	
6	Facilitate equality and diversity training for all school governors, which will include Equality Impact Assessment training and awareness.	Acting Headteacher ARo/Chair of Governors RH	July 2025	

Describe how this objective and its actions support wider policies, processes and legislation: This objective and associated actions have been 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: (Describe progress made, impact achieved and key next steps)

GUPS Senedd Group Meetings: Regular half-termly meetings have strengthened pupil voice, giving learners meaningful opportunities to influence school decisions and share ideas.

Representative membership: Ensuring that GUPS Senedd members reflect the school's diversity has helped all pupils feel included and heard, fostering a sense of equity and belonging.

Pupil voice groups: Expanding pupil voice groups focused on rights and responsibilities has promoted shared accountability and encouraged pupils to take an active role in shaping school life.

Accessible communications: Weekly GUPS newsletters provide clear, easy to access communication around key messages, events and life in school. In 2025-26 further work exploring multilingual options needs to take place to improve engagement and understanding across the school community.

Accessibility strategy reporting: Including progress updates in the annual report has increased transparency, allowing stakeholders to track the school's progress in promoting accessibility and inclusion.

Equality and diversity training for governors: Training needs to be planned for 2025-26..

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:

Learner Questionnaire - July 2024 - **Year 6** (84.4%), **Year 5** (74.6%), **Year 4** (70%) of children said that the school deals with bullying.

Staff Voice - Nearly all staff were aware about the correct procedures for reporting incidents of bullying relating to protected characteristics. In a minority of cases, staff were unsure about how to record these incidents.

Parent Questionnaire - July 2024 - 85% of families believe the school deals with any incidents of bullying, harassment or discrimination well.

Parent Questionnaire - July 2024 - Many families highlighted our family and community engagement events as an opportunity to strengthen links between home and school. These events not only fostered a sense of involvement in their children's learning but also strengthened positive relationships between diverse communities. By promoting integration and open dialogue, they played a crucial role in identifying and addressing emerging community tensions.

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.	Acting Headteacher ARo & Deputy Headteacher HB	July 2025	
2	Explore and embed the contributions that people from diverse backgrounds have made to history and wider society into the school's curriculum.	Deputy Headteacher SR	July 2026	
3	Ensure that staff training, policies and the curriculum suitably address the risks of radicalisation and extremism.	Acting Headteacher ARo, Deputy Headteacher HB & RVE Lead	July 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.	RSE Lead GTB/Deputy Headteacher SR	July 2025	

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.)

Identity-based bullying: SLT have attended training around how to use multiple methods to identify identity-based bullying and this has improved understanding. Data collected via the Protected Characteristics Incident Recording Form has begun to provide the local authority with a clearer picture of trends, helping to inform targeted interventions and support.

Diverse contributions in the curriculum: Embedding contributions from people of diverse backgrounds has increased pupils' understanding of history and society, promoting respect and appreciation of different cultures and experiences across the school community.

Radicalisation and extremism: Staff training, updated policies, and curriculum adjustments have raised awareness of the risks of radicalisation and extremism, ensuring that safeguarding procedures are more robust and that pupils develop critical understanding in an age-appropriate way.

Relationship and Sexuality Education (RSE): Reviewing and refining the RSE curriculum has improved inclusivity and rights-based provision. Engagement with learners, parents, and carers has strengthened confidence in the school's approach and ensured that teaching reflects the diverse needs of the pupil body.

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:

Staff Voice - All staff recognise the provision in place at the school to support those families in poverty to be a strength of the school. Staff highlighted a range of strategies, approaches and provision that is in place to identify, support and care for the families within our community.

Governing body discussion - Governors felt that the school's provision for Tackling all Aspects of Poverty was strong with a range of family needs being met. All Governors felt that the school always pays consideration to the needs of those in poverty - for example in the School Uniform policy/Educational Visits policy.

Attendance Data Analysis - Analysis of Attendance data shows a correlation between those from disadvantaged backgrounds attending school less regularly than those from more advantaged backgrounds.

Actions		Responsibility	Deadline	RAG rating
1	Work with the local authority to review exclusion data for vulnerable groups and explore ways of securing improvement.	Deputy Headteacher SR	July 2025	
2	Work with the local authority to review attendance data for vulnerable groups and explore ways of securing improvement.	Deputy Headteacher SR	July 2025	
3	Review academic progress/attainment data for vulnerable groups and explore ways of securing improvement.	Headteacher ARo/ Deputy Headteacher SR/ FCE Lead MB	July 2025	
4	Review the cost of the school day to ensure we are inclusive of all families within our community whilst mitigating the impact of poverty.	Pupil & Family Support Officers TT & VA/ FCE Lead	December 2024	

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.)

Exclusion data: Review of exclusion data for vulnerable groups has highlighted patterns and risk factors, enabling targeted strategies to reduce exclusions and support pupils more effectively.

Attendance data: Working with the local authority to monitor attendance has helped identify pupils facing barriers to regular school attendance, leading to interventions that have improved inclusion and engagement.

Academic progress/attainment: Reviewing academic data for vulnerable groups has provided insight into achievement gaps, informing tailored support and interventions that have begun to improve outcomes and reduce disparities.

Cost of the school day: Assessing the cost of school activities has ensured that financial barriers are minimised, promoting equitable participation and reducing the impact of poverty on access to learning opportunities.