

CARMARTHENSHIRE LOCAL AUTHORITY



Standing Advisory Council for Religious Education

**Standing Advisory Council for Religion, Values
and Ethics**

Annual Report 2023 - 2024

CARMARTHENSHIRE COUNTY COUNCIL

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION/ RELIGION, VALUES & ETHICS

ANNUAL REPORT 2023 - 2024

CONTENTS

Section 1

Information about SACRE

- 1.1 Duty to establish SACRE
- 1.2 Composition of SACRE
- 1.3 Membership of SACRE
- 1.4 Functions and Duties of SACRE
- 1.5 Meetings
- 1.6 Development Plan
- 1.7 Circulation of Report

Section 2

Advice on Religious Education/ Religion, Values & Ethics

- 2.1 The locally agreed syllabus
- 2.2 Standards in RE/ RVE
- 2.3 Methods of Teaching, Teacher Materials and Professional Learning

Section 3

Advice on Collective Worship

- 3.1 School Inspection reports
- 3.2 Applications for Determinations
- 3.3 School Visits

Section 4

Other Issues

- 4.1 Constitution
- 4.2 Holocaust Memorial Day
- 4.3 Training of SACRE Members
- 4.4 Membership of SACRE
- 4.5 Working with partners

Appendices

- | | |
|------------|---------------------------------------|
| Appendix 1 | Membership of SACRE |
| Appendix 2 | Schedule of meetings and agenda items |
| Appendix 3 | Development plan |
| Appendix 4 | Summary of data |
| Appendix 5 | Circulation of report |

SECTION 1

INFORMATION ABOUT SACRE/ SACRVE

1.1 Duty to establish SACRE/ SACRVE

All Local Authorities (LAs) are required to constitute a Standing Advisory Council for Religious Education (SACRE) within their local area. Following the launch of the Curriculum for Wales in September 2022, all Local Authorities are required to constitute a Standing Advisory Council for Religion, Values and Ethics (SACRVE) within their local area. It has been agreed that the two standing advisory councils will share membership within Carmarthenshire and run in conjunction with each other over the next four years. They have separate constitutions. **The report will refer to SACRE, but the work refers to both SACRE and SACRVE.**

1.2 Composition of SACRE

Representation on SACRE is required as follows:

- such Christian and other religious denominations as, in the opinion of the LA, will appropriately reflect the principal religious traditions in the area.
- associations representing teachers; and
- the Local Authority.

1.3 Membership of SACRE

The list of members of Carmarthenshire SACRE/ SACRVE is set out in **Appendix 1**.

1.4 Functions and duties of SACRE

- To advise the LA on worship and the religious education/ religion, values and ethics to be given in accordance with the agreed syllabus including methods of teaching, advice on materials and the provision of training for teachers.
- To consider whether to recommend to the LA that its current agreed syllabus should be reviewed by convening an Agreed Syllabus Conference.
- To consider whether the requirement that collective worship in a county school should be 'broadly Christian in nature' or should be varied (determinations);
- To report to the LA and the Welsh Government on its activities on an annual basis.

1.5 Meetings of SACRE

SACRE met on three occasions during the 2023 –2024 academic year. The agenda for each meeting can be found in **Appendix 2**. All meetings were held as in person meetings, with the opportunity to join virtually if requested. As agreed in 2023, all meetings for both SACRE and SACRVE will be held collectively, with common membership for both committees (see constitution/s for details).

23rd November 2023 – The Chambers, Carmarthen

13th March 2024 – The Chambers, Carmarthen

3rd July 2024 – Ysgol Emlyn, Carmarthenshire

As a significant enhancement to SACRE's efforts, it was agreed during the Autumn 2023 meeting to introduce informal meetings between the formal sessions. These virtual gatherings will provide members with invaluable opportunities to collaborate more effectively on action points and the development plan. This initiative fosters collective problem-solving and ensures that progress is maintained consistently, reinforcing SACRE's commitment to meaningful and sustained development of RE, RVE and DACW.

1.6 Development Plan 2024-2025

The development plan for the Committee can be found in **Appendix 3**.

1.7 Circulation of Report

A list of the organisations receiving the report can be found in **Appendix 5**.

SECTION 2

ADVICE ON RELIGIOUS EDUCATION/ RELIGION, VALUES & ETHICS

2.1 The locally agreed syllabus

Following adoption in 2008 of the Carmarthenshire agreed syllabus for Religious Education, and its re adoption every five years, Carmarthenshire published its agreed syllabus for Religion, Values and Ethics in 2022.

The development of the agreed syllabus for RVE involved a wide range of stakeholders, including learners, teachers, SACRE members and legal guidance.

Carmarthenshire SACRE remain committed to ensuring that schools and teachers are supported to deliver high quality RE/ RVE for their learners that not only meets their statutory duties but also allows learners to develop their religious and worldview literacy, essential for citizenship in today's diverse, multi-cultural and multi secular world.

2.2 Standards in RE/ RVE

SACRE has adopted a number of strategies for monitoring standards being achieved in religious education/ religion, values and ethics in the Authority's schools, which include the following:

2.2a School Inspection Reports

SACRE has examined the relevant sections of LA school inspection reports. During the academic year September 2023 – September 2024, nineteen schools in Carmarthenshire were inspected, with a further one receiving a monitoring visit. The full ESTYN overview was shared with SACRE members at the Autumn 2024 meeting.

There were some comments within the full reports ascertaining to high quality RVE.

As part of their recent study of different religions, Year 4 pupils have researched the internet to find information about the customs of Christians and Muslims before visiting the local church to compare it with a mosque. They have recorded the similarities on a Venn diagram, used their understanding of scale to create a plan of the church and written a thank you letter to the vicar. Regular opportunities are provided for pupils to learn about a range of beliefs and religions as a core part of their themes. This raises their awareness of how people who are different from them live and enables them to show empathy and be informed and principled citizens (Ysgol Teilo Sant – May 2024)

The school provides suitable opportunities for pupils to reflect on the values and beliefs of others. Pupils explore the lives of people who follow different religions and describe how special celebrations make them feel (Bigyn PS – September 2023)

Regrettably several inspection reports have no specific comments on RVE. While it is assumed that statutory requirements are being fulfilled, the absence of these details hinders effective monitoring of the quality of RVE provision. Carmarthenshire SACRE, in collaboration with partner SACREs, is actively exploring various methods to address this issue and provide support in this area.

2.2b Examination Results

Examination results for GCSE and GCE Advanced Level achieved by pupils at the twelve schools with secondary age pupils within the LA have been analysed and considered. Figures that relate to results over the last five years were analysed to indicate trends in performance. The examination results are compared with the All-Wales figures, where available. The data was shared with SACRE members at the Autumn 2024 meeting.

It is noted that there has been a decrease in A level entries and GCSE short course entries across the local authority and this reflects the national profile.

SACRE raised concerns over the significant decrease in entry numbers and are undertaking work, in line with their development plan around meeting statutory requirements and the support required from Carmarthenshire SACRE.

SACRE have continued to discuss processes of informal monitoring of RE/ RVE provision to provide a triangulated approach, using school governor reports and internal self-evaluation, and this will be part of the work of Carmarthenshire SACRE in 2024/2025.

See **appendix 4** for data overview.

2.3 Methods of Teaching, Teacher Materials and Teacher Training

Professional Learning

An extensive professional learning offer has been shared with schools across Carmarthenshire to include sessions for the following stakeholders

- School Governors
- SACRE members
- Secondary RVE leads
- Primary RVE/ Humanities leads
- Twilight substantive knowledge seminars
- NQT
- RVE working group (developing leadership in RVE)
- Bespoke individual school support
- Cluster support for RVE

All professional learning was offered after rigorous planning and quality assurance processes and extensive evaluation and feedback from the sessions was shared with the school improvement lead and SACRE members.

Impact statements from the professional learning sessions included:

It has made me a more informed teacher and has enabled me to speak with confidence about developments in the RVE world with my AOLE (Secondary RVE lead).

Really improved my subject knowledge and I took back my school both knowledge and ideas to improve my practice (Twilight PL).

The training improved my knowledge of the subject: 100% responded as agree/ strongly agree

The content was appropriate to my needs and my skill level: 100% responded as agree/ strongly agree

The training provided content relevant to my role: 90% responded as agree/ strongly agree. (NQT PL)

(I have been able to develop) scheme of learning ideas, ability to communicate with other professionals as the person with sole responsibility for the subject (RVE working group).

Teaching Materials

Utilising the grant from Westhill, Carmarthenshire have been able to provide schools with resources, pedagogy and training to support with the delivery of objective, critical and pluralistic RVE.

All providers with sixth form provision have been invited to register two students for the Lessons from Auschwitz project, and all teachers have received information about the Holocaust Education Trust teacher training opportunities.

All colleagues across the region are also able to access materials via the regional MS TEAMS.

Each SACRE meeting will incorporate an aspect of teaching and learning as an agenda item.

Carmarthenshire SACRE continues to work closely with Partneriaeth and partner SACRE's in ensuring a collaborative approach towards professional learning.

Working with partner LA's, there has been the opportunity for RVE leads to work collectively on areas of interest to them, with the purpose of developing RVE leadership skills and building long term capacity for RVE.

Advisory Support

The regional RVE adviser works closely with schools across the local authority, providing a wide professional learning offer, alongside formal and informal advice when requested. Over the last year, a number of schools have been supported to:

- Develop their bespoke RVE curriculum that is learner and local centred and remains legally compliant.
- Develop an approach to RVE that allows all learners to feel a sense of belonging and acceptance within schools. Much work has been undertaken with parents and communities by our schools to foster this approach.
- Develop and understanding of Religion, Values and Ethics and how this differs from Religious Education.
- Reflect and develop and understanding around the importance of language and images used in RVE to ensure fair and equitable representation.
- Respond to the needs of their pupils, learners and communities.
- Develop high quality, aspirational RVE that provides challenge to learners and supports them in meeting the four purposes of the Curriculum for Wales, particularly in becoming ethical and informed citizens.

SECTION 3

ADVICE ON COLLECTIVE WORSHIP

3.1 School Inspection Reports

SACRE has examined the relevant sections of LA school inspection reports. During the academic year September 2023 – September 2024, nineteen schools were inspected.

Members were presented with a summary of findings from these inspections. If any issues emerge regarding collective worship such as non-fulfilment of statutory requirements, then the LA follows this up by requesting the action plan and a progress report.

There were several positive comments regarding DACW within Carmarthenshire schools to be celebrated.

The school's provision for collective worship promotes pupils' ethical, spiritual and moral development successfully. For example, school assemblies carefully weave together aspects of the children's rights with a core school value. School staff then link these themes to a world event such as how friendship links to the International Day of Peace (YG Tycroes – March 2024)

The school's collective worship arrangements make a valuable contribution to pupils' personal, spiritual, and moral development. Through school assemblies, for example, pupils across the school explore human rights (Myrddin CP School – January 2024)

3.2 Applications for Determination

No applications were received from schools for determinations to be made on the lifting of the requirements for collective worship to be wholly or mainly of a broadly Christian character.

3.3 School Visits

SACRE appreciates the opportunities accorded to members to observe acts of collective worship in schools. No acts of collective worship were observed this year.

SECTION 4

OTHER ISSUES

4.1 Constitution

Following an extensive consultation period, Carmarthenshire SACRE and Carmarthenshire SACRVE in 2023-2024, adopted their new constitutions to align with legacy Religious Education and Religion, Values and Ethics within the Curriculum for Wales.

4.2 Holocaust Memorial Day 2024

Holocaust Memorial Day was commemorated nationally with events organised by the Holocaust Education Trust and Holocaust Memorial Day. All events and the opportunity to join the 'live streaming' were shared with schools.

4.3 Training of SACRE Members

As part of its training for members SACRE are committed to the following:

- To keep members updated on developments in RE/RVE and collective worship through regular presentations to SACRE members. The RE/RVE Adviser gives termly updates and regularly updates via email communication.
- SACRE, where possible, will hold meetings at schools in Carmarthenshire for members to familiarise themselves with RE/ RVE and collective worship in schools. The Summer meeting this year was hosted by Ysgol Emlyn.
- SACRE, where possible will hold meetings at places of worship in Carmarthenshire for members to familiarise themselves with the faith/ worldview communities and look at the experience that could be offered to schools through school visits.
- Each meeting will include at least one presentation regarding RE/RVE which informs SACRE members about RE/RVE practice both within and outside of the school environment. In 2023-24, the following presentations were given:

Provision for the SACRE included:

- Presentation from the National Centre for RE in Wales – Dr Josh Andrews
- RVE in Carmarthenshire presentation provided for WASACRE meeting
- RVE/Humanities at Ysgol Emlyn – Richard Evans (HoD)

SACRE is very appreciative of the opportunities offered through visits and presentations to become more informed on RE/ RVE and Collective Worship issues in schools and would like to extend their appreciation to all concerned.

4.4 Membership of SACRE

Carmarthenshire SACRE prides itself on the inclusive nature of its membership and encourages a range of diverse views to be expressed on the committee and during meetings. The membership is becoming stronger and developing a more representative body is a priority in moving forward.

Carmarthenshire SACRE currently has one co-opted member.

The committee has a number of vacancies but is striving to fill membership in order to ensure that the committee meets its statutory duties as effectively as possible.

4.5 Working with partners

Carmarthenshire SACRE representatives are committed to ensuring that all schools within the local authority have access to high quality RE/ RVE and as such, meet and work with national partners and regional SACREs to support their work.

Carmarthenshire SACRE is a member of WASACRE and hosted the (virtual) WASACRE Spring 2024 meeting which included a welcome from the Director of Education, Mr Gareth Morgans and a pre-recorded presentation sharing RVE work from across the local authority.

APPENDIX 1: CARMARTHENSHIRE SACRE/ SACRVE MEMBERSHIP 2023-2024

CHRISTIAN DENOMINATIONS AND OTHER RELIGIONS (12)

Church in Wales (1)

Rev Delyth Richards

Roman Catholic (1)

Mr Paul White, Director of Education

Nonconformist (3)

Mrs Helen Gibbon Free Church Council

Jehovah's Witness Community (1)

Vacancy

Buddhist Community (1)

Vacancy

Hebrew Community (1)

Vacancy

Muslim Community (1)

Sheikh Ali

Hindu Community (1)

Vacancy

Sikh Community (1)

Vacancy

Humanist Association (1)

Mr Androw Bennett

TEACHER ASSOCIATIONS (7)

SHA

NEU Mrs Amy Lancett

NAS/UWT

UCAC Miss Jane Thomas

NAHT Dr Carol James

VOICE

UCU Ms Alison Harding

LOCAL EDUCATION AUTHORITY (5):

Councillor Mansel Charles

Councillor Jean Lewis

Councillor Martyn Palfreman

Councillor Michael Thomas

CO-OPTED MEMBERSHIP:

Mrs Lynda Maddock

SACRE OFFICERS

Mrs Jennifer Harding-Richards – RE/ RVE Advisor

Mrs Marian Morgan – Carmarthenshire local authority

Mr Paul Davies – Southwest Wales community cohesion officer

CLERK

Mrs Carys James (Autumn 2023/ Spring 2024)

Mrs Amanda Rees Davies (Summer 2024)

APPENDIX 2

Schedule of Meetings and Agenda Items

The main items of business on the agenda included:

Thursday 23rd November 2023, 14:00 – 16:00

Venue: The Chamber, Carmarthen

1	Thanks, welcome and introduction to new members. Time for reflection
2	Apologies for absence
3	Minutes of previous meeting and matters arising
4	National Centre for RE – Bangor; Presentation
5	Monitoring RE/ RVE Carmarthenshire exam data 2023 ESTYN reports 2022-23 School updates
6	Supporting RE/ RVE Meetings with WG Legislation Professional Learning Member PL
6	Interfaith week 2023 HMD 2024
7	Youth SACRE/ SACRVE; involving learners
8	Dates/ locations of 2023/ 24 meetings

Wednesday, 13th March 2024; 2-4pm

Venue: The Chamber, Carmarthen

1	Welcome and introduction to new members
2	Apologies for absence
3	Accuracy of previous minutes and matters arising
4	Annual report
5	Informal meeting; 1 st February
6	WASACRE Spring meeting updates Spring meeting feedback Membership
6	Qualifications Wales update
7	Development/ strategic planning for SACRE/ SACRVE
8	Future meetings/ venues

3rd July 2024, 14:00 – 16:00

Venue: Ysgol Emlyn

1	Welcome to the meeting
2	Apologies for absence
3	Accuracy of previous meeting/ matters arising
4	RVE in Carmarthenshire
5	School/ pupil presentation: (a) Ysgol Emlyn (b) Ysgol Penboyr
6	Experiences of current trainee teachers: (a) PGCE RE (b) BEd (primary)
6	Informal meeting feedback (14/5/24)
7	Supporting schools
8	Development plan
9	Dates of 2024/25 meetings

APPENDIX 3
Carmarthenshire SACRE/ SACRVE Priorities 2024-2027

Overview of SACRE/ SACRVE priorities 2024-2027	
PRIORITY 1:	DEVELOPING AND IMPROVING STANDARDS IN RE/ RVE AND COLLECTIVE WORSHIP
PRIORITY 2:	SUPPORTING THE PROVISION OF HIGH QUALITY, PURPOSEFUL PROFESSIONAL LEARNING FOR ALL STAKEHOLDERS
PRIORITY 3:	DEVELOPING PARTNERSHIPS AND INITIATIVES THAT CONTRIBUTE TOWARDS AN EFFECTIVE SACRE/ SACRVE

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PRIORITY 1: DEVELOPING AND IMPROVING STANDARDS IN RE/ RVE AND COLLECTIVE WORSHIP		
Focus	Outcomes/ Success Criteria	Who/ When/ Monitoring?
To monitor standards in RE/ RVE through annual review of Estyn reports/ thematic reports.	Completion of Annual Reports: Annual reports from Estyn are consistently reviewed by the SACRE/ SACRVE annually and shared with members at the Autumn meeting. Identification of Key Areas: Key areas of success and areas of development identified and shared with schools. Action Plans: Actionable recommendations or support measures are developed for schools as needed. Improvement Over Time: A measurable improvement in the standards of RVE, based on successive Estyn reports or thematic evaluations.	JHR School Improvement Lead Clerk SACRE/ SACRVE members Data to be collated annually and reported to members at Autumn SACRE/ SACRVE meeting. Actions to be taken following the Autumn meeting.
To monitor quality of DACW through annual review of Estyn reports	Completion of Annual Reviews: The annual report includes a summary of the relevant sections of the Estyn reports. Benchmarking Quality: Clear benchmarks or rubrics are created by SACRE/ SACRVE to assess and monitor the quality of DACW across the local authority. Identifying Gaps: Any gaps or deficiencies in DACW delivery are identified with documented strategies for improvement where necessary. Improvements in DACW Practice: Evidence of improved collective worship practices in schools based on follow-up Estyn reports or SACRE observations.	
To analyse external exam results.	Data Collection and Analysis: External exam results in RS are collected, analysed and compared annually with historical data and national averages. Identifying Trends: Significant trends in student performance are identified and reported on to members and schools, leading to tailored interventions or strategies. Effective Interventions: Any schools or institutions consistently underperforming in external exams have clear evidence-based intervention plans in place, reviewed annually for progress.	

<p>To explore how internal monitoring for RE/ RVE and DACW can be developed and implemented across the local authority.</p>	<p>Development of Internal Monitoring Tools: Effective internal monitoring tools, such as self-evaluation forms, surveys, or focus groups, are developed and piloted in a sample of schools annually.</p> <p>Feedback and Refinement: Feedback from sample schools is collected and used to refine internal monitoring methods by year two.</p> <p>Roll-out Across Authority: By year three, internal monitoring tools and practices are implemented in all of schools across the local authority.</p> <p>Consistency in Monitoring: Internal monitoring reports are collected and reviewed annually, with clear indicators for both RE/RVE and DACW quality.</p> <p>Improved School-Level Practice: There is evidence of improved practice in RE/RVE and DACW based on findings from internal monitoring, measured by improved Estyn reports or school-based evaluations.</p>	
<p>To review the RVE AS annually and refine as/ when needed.</p>	<p>Annual Review Completion: The Carmarthenshire RVE Agreed Syllabus is reviewed by SACRVE annually within the designated time frame.</p> <p>Stakeholder Involvement: Teachers, students, parents, and faith/community leaders are involved in the review process through surveys, focus groups, or consultations.</p> <p>Agreed Changes: Refinements or updates to the syllabus are agreed upon by at least 80% of stakeholders involved in the process, ensuring a broad consensus.</p> <p>Improvement in Syllabus Quality: Evidence that refinements to the RVE syllabus lead to more relevant, inclusive, and engaging content for students, as measured by feedback from schools or Estyn reports.</p> <p>Positive Feedback from Schools: At least 80% of schools report satisfaction with the updated syllabus, with measurable improvements in student engagement or learning outcomes.</p>	

PRIORITY 2: SUPPORTING THE PROVISION OF HIGH QUALITY, PURPOSEFUL PROFESSIONAL LEARNING FOR ALL STAKEHOLDERS		
Focus	Outcomes/ Success Criteria	Who/ When/ Monitoring?
To develop a PL offer that meets the needs of all stakeholders.	<p>Stakeholder Engagement: The majority of stakeholders (teachers, school leaders, religious education coordinators, etc.) participate in needs analysis surveys or focus groups to identify their PL requirements.</p> <p>Comprehensive PL Program: A PL programme is created to support schools and teachers with their RVE needs.</p> <p>Stakeholder Satisfaction: Stakeholders report that the PL offer meets their specific needs and is relevant to their work in an annual evaluation survey.</p> <p>Flexible Delivery: The PL offer is available in multiple formats (e.g., online, in-person, hybrid) to ensure accessibility for all stakeholders across the local authority.</p>	<p>JHR</p> <p>School Improvement Lead</p> <p>Clerk</p> <p>SACRE/ SACRVE members</p>
To evaluate the impact of the PL offer.	<p>Pre- and Post-PL Evaluation: All participants complete pre- and post-training evaluations, with the majority showing improvements in confidence, knowledge, or skill related to RS/RVE.</p> <p>Positive Feedback: The majority of participants report satisfaction with the quality of the training, content, and delivery method in post-training feedback surveys.</p> <p>Measurable Improvements in Practice: The majority of schools report observable improvements in teacher confidence, knowledge and skills to deliver RS/RVE.</p> <p>Long-term Tracking: Over a three-year period, improvements in student outcomes, lesson quality, and teacher engagement are measured through follow-up surveys or assessments, with clear evidence that the PL offer has made a sustainable impact.</p>	<p>PL offer to be reviewed each summer meeting with outcomes and evaluation discussed. Action points to be discussed at Autumn informal meeting and agreed at the formal meeting.</p>
To develop procedures to support schools with bespoke support	<p>Clear Procedures Developed: A set of formal procedures for providing bespoke support to schools following Estyn recommendations is developed, documented, and shared with schools within six months.</p>	

following Estyn recommendations.	<p>Timely Support: Bespoke support plans are initiated within three months of receiving Estyn recommendations, tailored to meet the specific needs of each school.</p> <p>Improved School Performance: Schools that receive bespoke support show improvements in areas identified by Estyn, as evidenced by follow-up inspections, internal evaluations, or school performance data.</p> <p>Monitoring and Review: Progress of schools receiving bespoke support is monitored annually with a follow-up to assess effectiveness and further support needs.</p>	
To work with national partners to develop high quality PL.	<p>Collaborative Partnerships Developed: Formal partnerships are established with at least three national partners to support the RVE/ DACW work within the LA.</p> <p>Co-Created PL Materials: The PL offer is co-developed with national partners, ensuring access to cutting-edge research, best practices, and resources.</p> <p>Nationally Aligned Outcomes: The majority of stakeholders report that the PL offer reflects national priorities, standards, and frameworks in education, as measured through feedback surveys.</p>	
To work with NQT/ ITE leads to provide early career support.	<p>Early Career Support Framework Developed: A structured framework for NQT colleagues is developed. Discussions with ITE providers to explore partnership working.</p> <p>Engagement of NQTs: The majority of NQTs engage in the early career support program within the first year.</p> <p>Improved Teacher Confidence and Competence: The majority of NQTs show improvements in confidence, curriculum development and pedagogy after completing the early career support programme.</p>	

PRIORITY 3: DEVELOPING PARTNERSHIPS AND INITIATIVES THAT CONTRIBUTE TOWARDS AN EFFECTIVE SACRE/ SACRVE		
Focus	Outcomes/ Success Criteria	Who/ When/ Monitoring?
To write and share widely an annual report.	<p>Timely completion: The annual report is completed and approved by the target date; 31st December.</p> <p>Wide distribution: The report is distributed to all key stakeholders.</p> <p>Accessibility: The report is made available through multiple platforms (e.g., SACRE website, email, newsletters), and has an abridged version.</p> <p>Positive feedback: Stakeholders provide positive feedback on the report's clarity, relevance, and usefulness.</p>	<p>JHR</p> <p>School Improvement Lead</p> <p>SACRE/ SACRVE members</p> <p>Other stakeholders</p> <p>Processes and protocols to be put into place by July 2025. Clerk to assist with meetings and collecting of data/ contacts.</p>
To develop communications with WG, Estyn.	<p>Established contacts: Key contacts within WG and ESTYN are identified and regularly communicated with.</p> <p>Formal meetings: At least two formal meetings or consultations are held annually with representatives from WG and ESTYN.</p> <p>Collaborative initiatives: Joint initiatives or collaborations with WG and ESTYN are initiated, with progress updates included in SACRE/ SACRVE meetings.</p> <p>Increased support: Evidence of increased support or alignment between SACRE objectives and government/inspection/ frameworks.</p>	
To develop process of informal SACRE/ SACRVE meetings.	<p>Regular meetings: Informal SACRE/SACRVE meetings are scheduled alongside formal meetings.</p> <p>High attendance: The majority of members attend informal meetings regularly.</p> <p>Constructive feedback: Informal meeting minutes or feedback reflect useful discussions and action points that inform formal SACRE/ SACRVE agendas.</p>	

	<p>Increased engagement: Informal meetings lead to increased participation from SACRE members and relevant stakeholders (e.g., more input from faith representatives, educators, or community members).</p>	
To develop communication lines with schools and practitioners.	<p>School contacts established: A contact list of RE/ RVE coordinators or representatives from all schools in the region is maintained and regularly updated.</p> <p>Regular communication: At least one termly newsletter or communication is sent to schools and practitioners, providing updates and resources.</p> <p>Increased responses: A minimum of 60% response rate from schools in surveys or requests for feedback on RE/ RVE issues.</p> <p>Positive feedback: The majority of practitioners report satisfaction with the support and information provided by SACRE.</p>	
To explore the possibilities of incorporating learner voice.	<p>Student representation: Student representatives from at least three schools are invited to provide input in SACRE discussions or meetings.</p> <p>Learner surveys: A learner survey is developed and distributed to a sample of schools, with a high response rate.</p> <p>Student feedback: The majority of student respondents report that their views on RE or collective worship are being heard and considered.</p> <p>Implemented suggestions: At least one new initiative or change in SACRE/ SACRVE policy or practice is based on learner input by the end of the academic year.</p>	
To work with a variety of partners to further develop our work.	<p>Increased partnerships: At least three new partnerships are developed with external organizations, such as religious groups, educational bodies, or community organizations, over the course of the year.</p> <p>Collaborative projects: Two or more joint initiatives or projects are launched with external partners, with measurable outcomes (e.g., workshops, events, resources).</p> <p>Regular meetings: SACRE/ SACRVE holds at least one formal meeting or consultation annually with each key partner to review progress and set future goals.</p>	

	<p>Shared resources: Partners provide resources, input, or expertise that are actively used to improve SACRE's/ SACRVE's work, with positive feedback from schools and stakeholders.</p>	
<p>To schedule the summer meeting to be held at a school.</p>	<p>School confirmed: A host school for the summer meeting is confirmed by the end of the spring term.</p> <p>High attendance: The majority of SACRE/ SACRVE members attend the summer meeting at the school.</p> <p>Engagement with school: The host school actively participates in the meeting (e.g., showcasing their RVE work, providing student input).</p> <p>Positive feedback: Attendees report that holding the meeting at the school enhanced engagement and understanding of RVE practices in the educational setting.</p>	
<p>To sustain link with Swansea and Pems SACRE/ SACRVE to share practice and resources.</p>	<p>Regular communication: Formal communication lines (e.g., email, meetings, joint events) are maintained, with at least one meeting per term with Swansea and Pembrokeshire SACRE/SACRVE member/s.</p> <p>Shared resources: A minimum of two joint resources, initiatives, or best practices are shared between the SACREs/ SACRVEs each year.</p> <p>Collaborative events: At least one collaborative event (e.g., a joint training session or forum) is organized and attended by members from Swansea and Pembrokeshire SACREs/ SACRVEs.</p> <p>Increased alignment: SACREs/ SACRVEs demonstrate increased alignment in objectives, strategies, and policies, with evidence of improved collaboration.</p>	

APPENDIX 4

Carmarthenshire A Level results: 2024

	Entries	A*	A	B	C	D	E
Wales (JCQ)	702	6.0	26.4	51.1	73.5	89.7	97.4
Carmarthenshire	36	8.3	19.4	27.8	63.9	88.9	97.2

Carmarthenshire GCSE (full course) results: 2024

	Entries	A*	A	B	C	D	E	F	G
Wales (WJEC)	8370	12.4	28.6	48	65.6	76.6	84.5	90.6	95.6
Wales (WJEC)	2142	14.9	32.7	54.1	69.4	79.1	86.5	92.5	96.6

Catholic Theology & Judaism									
Carmarthenshire	202	17.8	42.6		79.7	90.6	94.6	98	99.5
Carmarthenshire (CT&J)	108	7.5	26.2	29	64.5	74.8	87.9	94.4	99.1

Carmarthenshire GCSE (short course) results: 2024

	Entries	A*	A	B	C	D	E	F	G
Wales (WJEC)	2427	5.4	13.6	27.9	47.5	60.9	73.3	84.1	92.7
Carmarthenshire	87	14.9	29.9	35.6	65.5	75.9	86.2	92	95.4

APPENDIX 5

Circulation of Report

Copies will be sent electronically to the relevant bodies below.

Annual Report sent to:

- Welsh Government by 31 December annually.
- Carmarthenshire County Council Education Directorate.
- All members of SACRE and their organisations.
- Headteachers and Governing Bodies of all Schools in Carmarthenshire with a briefing paper for the Spring Term full governing body meeting.