



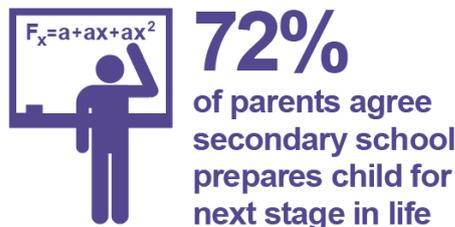
## National Survey for Wales, 2017-18 Education: satisfaction, learning and development

5 December 2018  
SB 76/2018

As in previous years, in 2017-18 the National Survey for Wales included a number of questions about parents' satisfaction with schools. New in 2017-18 were questions asking parents their experience of the kinds of support and development the school offers their child. Parents and non-parents were also asked about their overall views on the education system in Wales.

### Key findings

- 88% of parents were satisfied with their child's primary school; 75% satisfied with child's secondary school compared with 85% in 2016-17.
- Parents with a child attending secondary school and one or more of: an urban area, private rented accommodation, Welsh medium school, green support category, high life satisfaction; were most likely to be very satisfied with the school.
- 85% of parents with a child at primary school agreed the school ensures that all of their child's educational needs are provided for.
- 77% of parents of 11 to 14 year olds agreed that the school helps their child develop into a well-rounded individual, compared with 69% of parents with a child aged 15 to 19.
- 11% of parents of a primary school child said their child had a need that made it harder for them to learn than other children the same age; 13% at secondary school.



**79%** think schools and parents are equally responsible for child's education

- Overall satisfaction with the education system (asked of parents and non-parents) remains similar to previous years, with an average rating given of 6.3 out of 10.

### About this bulletin

This bulletin provides more detailed analysis of National Survey 2017-18 results for the questions on **school level satisfaction, learning and development needs, and overall satisfaction with the education system.**

The full questionnaire is available on the [National Survey web pages](#) and additional tables on the [Results viewer](#).

### In this bulletin

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## Introduction

Welsh Government states that its education policies are based on evidence that parents who talk with their children, value learning, and encourage their children to read can substantively improve their children's language and literacy skills, and support them to become ready for school and later life.

Questions seeking parents' views on how well their child's school was supporting both themselves and the child with their learning and preparation for the next stage in life were included in the National Survey in 2017-18 for the first time.

The results can be used together with other data sources (inspection reports, exam results etc.) to provide the Welsh Government with a broader assessment of the quality of education services. This evidence is designed to inform the implementation of the Welsh Government strategy [Education in Wales: Our National Mission](#), which sets out how the school system will move forward over the period 2017-21. It will also feed into evaluations of other Welsh Government programmes and policies, including studies of educational reforms.

Similarly, whilst administrative data is available on the number of children and young people with special educational needs, questions were asked in the survey to understand parental awareness of plans setting out the special educational provision put in place to support their child. This information will be used to inform the implementation, and evaluation of, the [Additional Learning Needs and Education Tribunal \(Wales\) 2018 Act](#).

The [My Local School](#) tool enables people to access information on schools' results, attendance and support categories<sup>1</sup>. As part of the National Survey, parents are asked which schools their children attend; and so in part of this bulletin National Survey results are cross-analysed against relevant administrative data.

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<sup>1</sup> School support categories – see [Terms and definitions](#)

## Satisfaction with primary and secondary schools

Parents were asked how satisfied they were with their child's primary or secondary school over the past 12 months. 88% of parents were satisfied with their child's primary school, and 75% were satisfied with their child's secondary school. Satisfaction with primary schools has been consistently higher than satisfaction with secondary schools across the four survey years in which this question was included.

The percentage of parents who were 'very' or 'fairly' satisfied with their child's school remained at a similar level for the three previous years this question was asked (2012-13, 2013-14, 2016-17). In 2017-18, whilst primary school satisfaction stayed constant, parents' satisfaction with secondary schools dropped (from 85% in 2016-17 to 75% in 2017-18). For further discussion of trends before 2017-18 please see [Education – views and parental support, 2016-17](#).

**Chart 1: Very satisfied with primary school, by overall satisfaction with life**

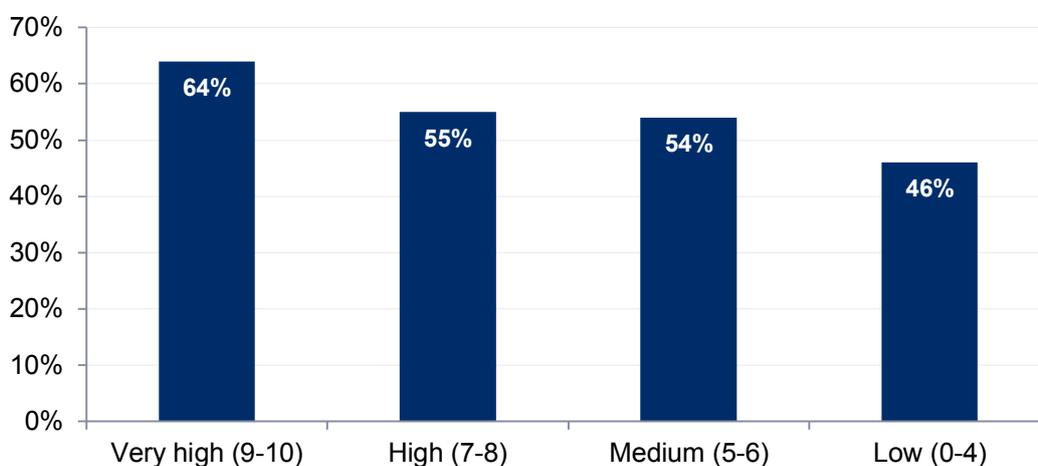


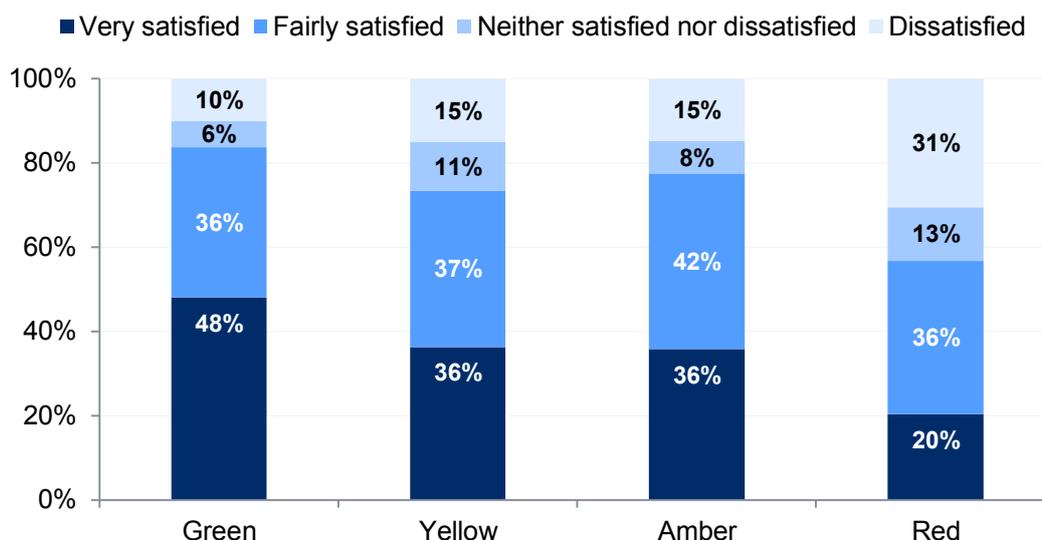
Chart 1 shows that parents who gave high life satisfaction scores in the survey were also more likely to be very satisfied with their child's primary school. Conversely a smaller proportion of those who had low life satisfaction were very satisfied with the primary school attended.

Children and young people attending school on a full time basis are entitled to receive free school meals when parents are in receipt of certain income related benefits. The Welsh Government collects administrative data recording the proportion of children receiving free school meals (FSM) at each school. When this was linked with the National Survey results we found that parental satisfaction with their child's primary school decreases as the proportion of children that are on FSM increases.

The Welsh Government defines four support categories<sup>2</sup> (green, yellow, amber or red) where the colour indicates the level of support a school needs. Schools in the green category need less support than schools in the red category. As in 2016-17 there appears to be a link between the support categories of primary and secondary schools and how satisfied parents are with their child's school. Chart 2 shows that parents were more likely to be very satisfied with secondary schools in the green support category (48%) than secondary schools in the red support category (20%).

<sup>2</sup> Support categories – see [Terms and definitions](#)

**Chart 2: Satisfaction with secondary schools, by support category**



For further analysis of this link with support category see [‘Satisfaction with secondary schools’](#) below

Many of the findings on satisfaction with schools presented in [Education – views and parental support, 2016-17](#) remain relevant when applied to the 2017-18 results. For example, parents with the youngest children were most likely to be very satisfied with their child’s primary school. Parents of 5 year olds were more likely to be very satisfied with the school (63% were very satisfied) than those with 11 year olds (53% very satisfied). This pattern continued with the transition to secondary school; fewer than 40% of parents were very satisfied with their child’s secondary school for all ages of 12 and above.

In 2017-18 parents living in private rented accommodation were more likely to be very satisfied with their child’s primary school (62%) compared with parents in private rented accommodation (53%). This is contrary to the 2016-17 results where parents in owner-occupied housing were the most satisfied.

Parental satisfaction for primary schools was the same whether the school was categorised as Welsh medium or English medium<sup>3</sup>. However, 50% of parents of secondary school children at Welsh language medium schools were very satisfied with the school compared with 35% of parents with children at English medium secondary schools.

### **Satisfaction with secondary schools – further analysis**

Cross-analysis indicates that various factors may be associated with secondary school satisfaction. However, these factors are often also linked to each other (for example, households in material deprivation may also live in social housing and children may receive free school meals). To get a clearer understanding of the effect of each individual factor we have used statistical methods<sup>4</sup> to

<sup>3</sup> Language medium - see [Terms and definitions](#)

<sup>4</sup> This analysis is known as logistic regression. Information about the method can be found in [Regression analysis](#)

separate out the individual effect of each factor. These methods allow us to look at the effect of one factor while keeping other factors constant – sometimes called “controlling for other factors”.<sup>5</sup>

We found that the following factors are most closely linked to parents being **very** satisfied with their child’s secondary school:

- living in private rented accommodation
- living in an urban area
- attending a Welsh medium school
- school is in the Green support category
- parent is very satisfied with life in general.

As with all analysis of this kind we are unable to attribute cause and effect or to allow for unknown factors.

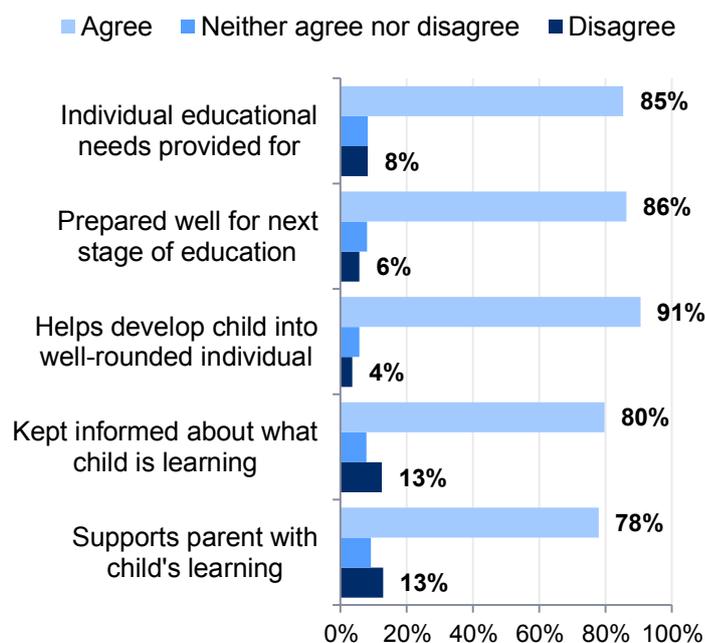
## Child’s learning and development needs

Parents were asked a series of questions relating to how well they thought the school was supporting their child’s learning and development needs.

### Primary school

Chart 3 shows the overall responses from parents to the statements about their child at primary school. In general, agreement levels were high: 91% agreed that the school helps their child develop into a well-rounded individual. The lowest level of agreement (78%) was to the question asking whether the school helps the parent to support their child’s learning.

**Chart 3: Levels of agreement with learning and development statements - Primary**



<sup>5</sup> The factors we controlled for were: child age, child gender, number of children in household, parental qualifications, parental gender, Welsh speaking ability, tenure, working status of household, material deprivation, household type, of urban rural areas, trust in people, language of school, school support category, school type, and free school meals.

Results for each of these five statements are discussed in more detail below.

### **Agreement that individual educational needs provided for**

85% of parents with a child at primary school agreed that the school ensures that all of their child's educational needs are provided for. This varied by age of child: from 89% of parents with a child aged 4 to 7, to 82% of parents with a child aged 8 to 11.

There were also differences in results between households living in material deprivation (82% agreed) and those who were not in deprivation (87% agreed). Similarly, parents living in social housing were less likely to agree that all of their child's educational needs were provided for (81%) compared with those living in owner-occupied (86%) or private rented homes (88%). Parents living in urban areas were more likely to agree that all of their child's educational needs were provided for than parents living in rural areas: 87% compared with 83%.

### **Agreement that prepared well for next stage of education**

The second question in the series asked parents whether they thought the school was preparing their child well for the next stage of their lives. Overall, 86% agreed. As before, parents of younger children (aged 4 to 7) were more likely to agree (90% agreed) than parents with older primary school children (aged 8 to 11; 83% agreed).

The number of children in the family appeared to have an effect on the response to this question; 85% of parents with one or two children agreed that the school was preparing their child well compared with 89% of parents with three or more children. Another finding was that households where no parent was working were less likely to agree with the question on preparation (83% agreed) than households where one or both parents were working (87% agreed).

### **Agreement that school helps child develop into well-rounded individual**

91% of parents agreed that the school is helping their child develop into a well-rounded individual. As with the previous questions, the younger the child the more likely the parent was to agree: 93% agreed if the child was aged 4 to 7, compared with 89% with a child aged 8 to 11.

### **Agreement that kept informed about what child is learning**

80% of parents agreed that they were kept informed about what their child was learning at primary school. Agreement levels varied by tenure type: 75% of parents living in social housing agreed compared with 80% in owner-occupied homes and 81% in private rented accommodation.

### **Agreement that school supports parent with child's learning**

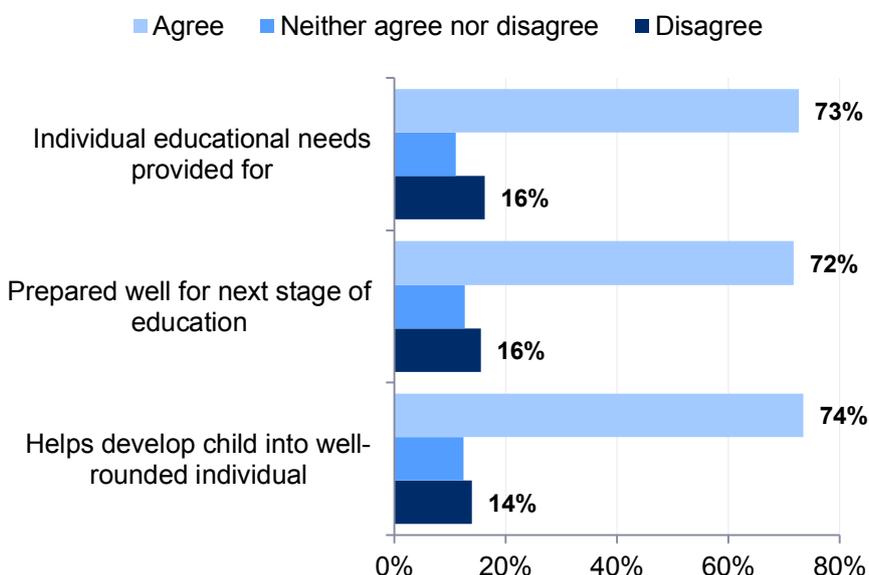
The final question in this set asked whether parents think the school helps them as a parent to support their child with his/her learning. 78% of parents agreed, 13% disagreed, and 9% neither agreed nor disagreed. Parents in urban areas were more likely to agree than those living in rural areas: 79% compared with 74%.

Further cross-analysis for these questions is available in the [Results viewer](#).

## Secondary school

Parents of children at secondary school were asked three of the same questions as parents of children at primary school. Chart 4 shows the results.

**Chart 4: Levels of agreement with learning and development questions – Secondary**



The main observation is that when compared with responses from primary school parents, there is a notably lower level of agreement with these three statements. For children at primary school, 85% or more of parents were in agreement with each statement compared with less than 75% of secondary school parents.

Results for each of the three statements are discussed in more detail below.

### **Agreement that individual educational needs provided for**

Responses varied by the age of the child being asked about. 67% of parents of children aged 15 to 19 at secondary school agreed that the school ensures all their child's individual educational needs were provided for. This compares with 77% of parents with 11 to 14 year old children.

When looking at this question in relation to tenure type the results were the reverse of those recorded by primary school parents. 82% of parents of secondary school children who lived in private rented accommodation agreed that their child's individual educational needs were provided for compared with 70% of parents living in owner-occupied homes.

### **Agreement that prepared well for next stage of education**

72% of parents agreed that their child's secondary school prepared them well for the next stage of education. Parents with educational qualifications above 'A' level were less likely to agree with the statement than those with below GCSE grade C or no qualifications; 70% compared with 77%.

### **Agreement that school helps child develop into well-rounded individual**

74% of all parents agreed the school helps their child develop into a well-rounded person but the child's age was a significant factor in parental response for this question. 77% of parents of 11 to 14 year olds agreed with this statement, compared with 69% with an older child aged 15 to 19.

Additional cross-analysis for each of these questions can be found in the [Results viewer](#).

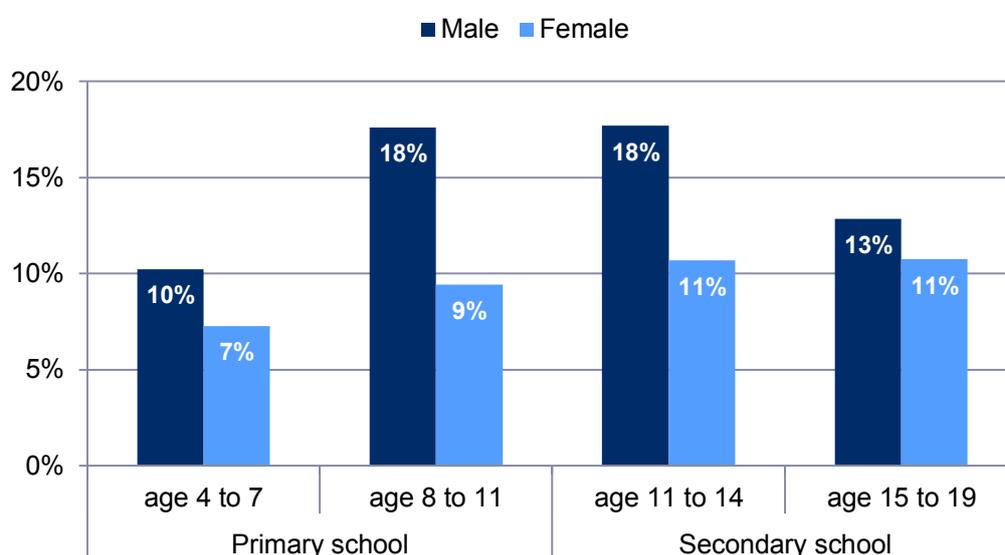
## Special educational or additional learning needs

Parents with a child at a primary and/or secondary school were asked whether their child had any special educational needs or additional learning needs that make it harder for them to learn than other children the same age.

Overall, 11% of parents of a primary school child said that their child had a need that made it harder for them to learn than other children the same age. For secondary school age children parents identified 13% as having special educational needs / additional needs.

Chart 5 shows that in each of the four age groups more boys than girls were identified as needing support for their special educational needs / additional learning needs. The difference was particularly marked in the age 8 to 11 group where 18% of boys required support compared with 9% of girls.

**Chart 5: Pupils requiring extra support at school, by child age and gender**



The proportion of pupils with special educational/additional learning needs identified in the survey is relatively small, but parents of this group were asked what type of plan the local authority or school had given their child. Chart 6 indicates the types of plan issued; a child may have more than one type.

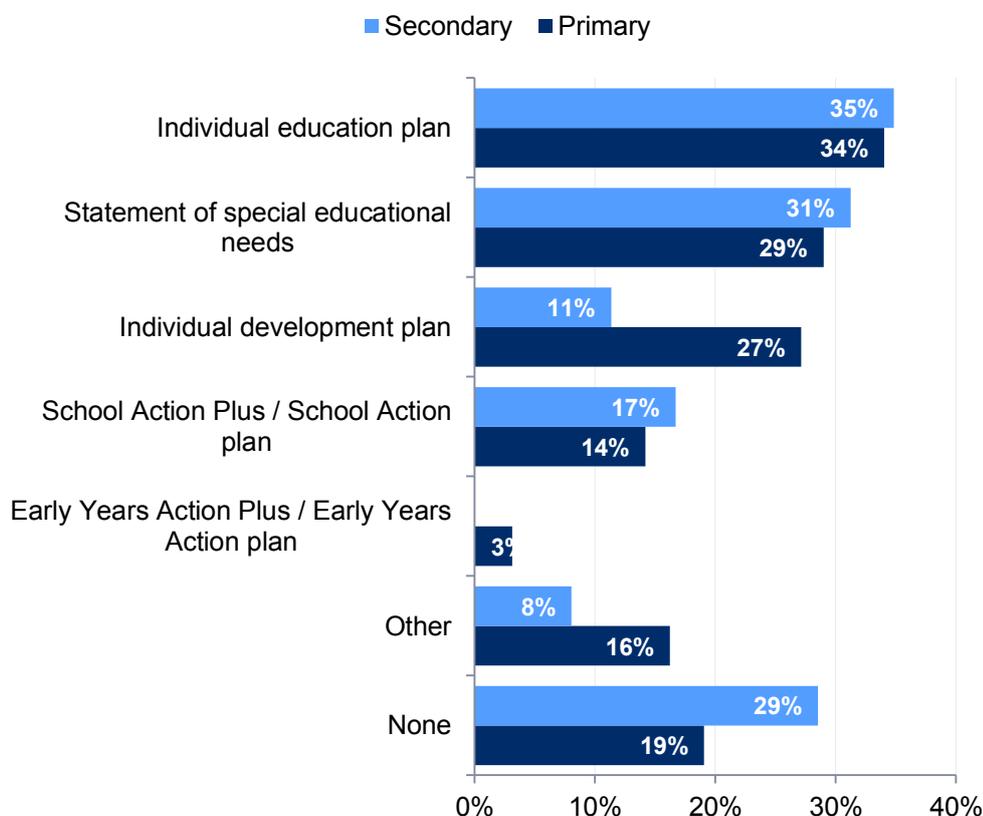
However, plans were reported to be in place by only 81% of parents of primary school children and 71% of parents of secondary school children who had identified their children as requiring additional help.

In both primary and secondary schools the most commonly designated plan is the 'Individual education plan' (35% of all plans mentioned for primary school children; 34% for secondary school children). Individual education plans are issued by the school to children who require extra support.

Around 30% of identified children have a 'Statement of special educational needs' – these are statutory plans issued by the local authority or school. There was a marked difference between

primary and secondary in allocation of 'Individual development plans': 27% of children at primary schools were reported to have these plans, compared with 11% at secondary schools. Other types of plan are also detailed in Chart 6.

**Chart 6: Types of learning plan, by primary and secondary school**



### Special educational needs / additional learning needs – further analysis

Cross-analysis suggests that boys are more likely than girls to have special or additional learning needs. Variation was also seen by age of child and by local authority. To improve our understanding of the survey results we used statistical methods<sup>6</sup> to investigate the relationship of each factor<sup>7</sup> with parental assessment of a child's educational needs. It also allows us to interpret the results with greater certainty by considering each factor in isolation whilst holding other factors constant.

The results show that the following are strongly associated with a child at primary school having additional needs:

- household is in material deprivation
- parent has a limiting long-term illness
- child is a boy
- primary school attended is in the Amber/Red support category
- primary school attended has 30% or more receiving free school meals.

<sup>6</sup> This method is known as logistic regression. Information about the method can be found in [Regression analysis](#)

<sup>7</sup> The factors we controlled for were: child gender, number of children in household, parental qualifications, parental health, parental Welsh speaking ability, tenure, working status of household, material deprivation, urban rural areas, trust in people, language of school, school support category, school type, and % on free school meals .

It should be remembered that analysis of this type cannot attribute causality or allow for factors not available from the survey but it does confirm that each factor listed is independently linked with a parent who says their child has special or additional learning needs

## Responsibility for education

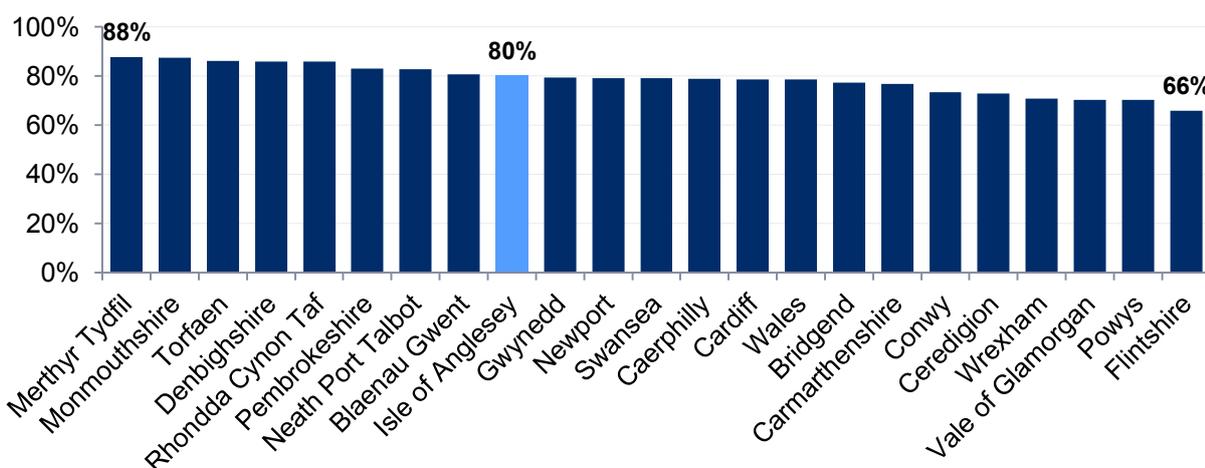
The survey also asks questions on who is thought to be responsible for a child's education. All parents with a child in full-time education were shown the following set of descriptions and asked which they thought best describes who has responsibility for a child's education.

1. Completely the parent's responsibility
2. Mainly the parent's responsibility
3. School and parent have equal responsibility
4. Mainly the school's responsibility
5. Completely the school's responsibility

79% felt that both school and parent have equal responsibility whilst 11% felt that responsibility lies mainly with the parent. Nobody thought a child's education was completely the school's responsibility.

Chart 7 suggests that parental opinion on responsibility for education varies depending on where they live. 88% of parents in Merthyr Tydfil and Monmouthshire said that the school and parent have equal responsibility, compared with Flintshire where 66% of parents selected this response. In Flintshire 15% thought it was mainly parents' responsibility and 16% thought it was mainly schools'.

**Chart 7: Proportion agreeing school and parent have equal responsibility, by local authority**



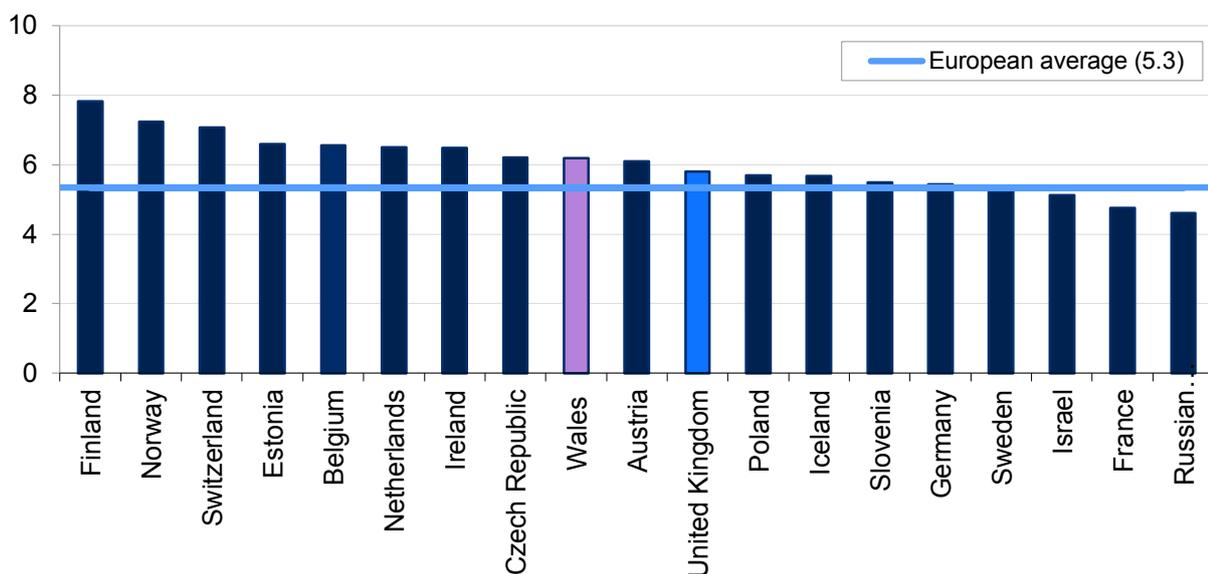
## Views on the education system in Wales

For a number of years the National Survey has asked parents and non-parents the question ‘Please say what you think overall about the state of education in Wales nowadays?’ where 0 is ‘extremely bad’ and 10 is ‘extremely good’. People were asked to consider all aspects of the education system, from nursery schools through to universities as well as adult education courses.

The average response given in the National Survey to the question ‘Please say what you think overall about the state of education in Wales nowadays?’ was 6.3 out of 10. This was similar to results in previous years (6.4 in 2012-13, 6.3 in 2013-14, 6.6 in 2014-15 and 6.2 in 2016-17).

This question is asked to allow for comparability across Europe. Chart 8 shows that in 2016 the UK national average (5.8) and the average rating across European countries (5.4) found in the European Social Survey (ESS) were substantially lower than the National Survey 2016-17 figure for Wales (6.4).

**Chart 8: Overall satisfaction with the education system, by European country**



Source: European Social Survey 2016 and National Survey for Wales, 2016-17

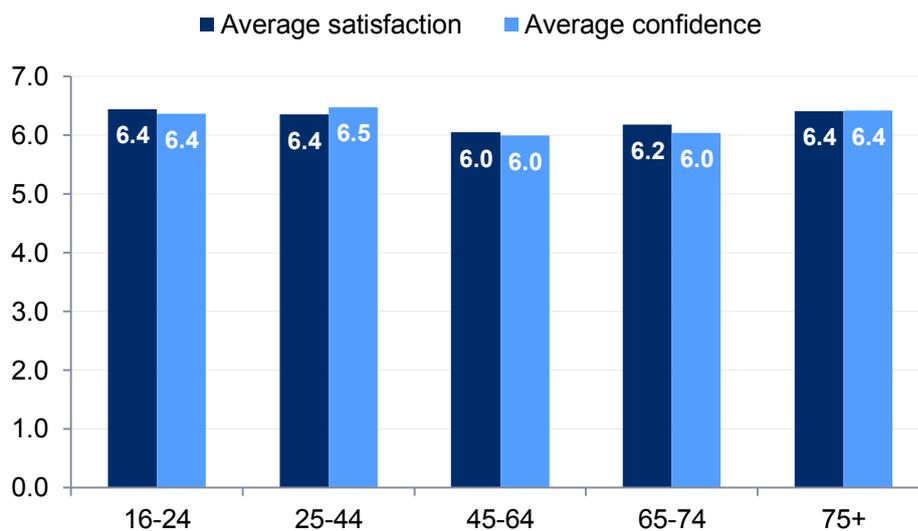
In the 2017-18 National Survey the proportion of people answering “Don’t know” to this question was 13% (17% for people in households with no children under 19; 4% for households with children under 19). Each year there has been a similarly high proportion of ‘Don’t know’ answers, probably explained by people who have never had children or where their last contact with the education system was some time ago and they feel unable to give an answer.

A re-contact survey using National Survey data from 2013-14, with a [report](#) published in 2016, suggested that the words ‘satisfaction’ and ‘confidence’ in relation to the education system may mean different things to different people. The re-contact survey asked additional in-depth questions and carried out further analysis to identify whether the drivers of high satisfaction were the same as those of high confidence. To explore this further the 2017-18 National Survey asked one group of parents and non-parents the question about **satisfaction** with the state of education and a second similar group were instead asked how **confident** they were with the education system in Wales.

The average response to the question ‘How confident are you in the education system in Wales?’ was 6.2. Again, compared with the majority of National Survey questions, a relatively high proportion (11%) of people responded ‘Don’t know’.

The Wales level average for both the satisfaction and confidence questions produced a similar result: 6.3 for ‘satisfaction’, 6.2 for ‘confidence’. Chart 9 illustrates that this similarity in response remained across age groups. However, we decided to investigate whether the factors associated with high satisfaction were the same as those associated with high confidence.

**Chart 9: Satisfaction and confidence in education system, by age**



### Views on the education system in Wales – further analysis of ‘satisfaction’

To get a clearer understanding of the relationship between each factor and who is satisfied with the state of education we used statistical methods<sup>8</sup> to separate out each factor’s effects. These methods allow us to look at the relationship of a given factor with ‘satisfaction’, while keeping other factors constant (sometimes referred to as “controlling for other factors”).

While controlling for other factors<sup>9</sup> we found that the following each had a separate effect on people being satisfied with the state of education in Wales:

- having very high trust in other people
- having very high satisfaction with life
- living in Merthyr Tydfil, Anglesey or Flintshire (rather than Torfaen or Powys)
- being under 45
- having no qualifications.

<sup>8</sup> This analysis is known as logistic regression. Information about the method can be found in [Regression analysis](#)

<sup>9</sup> Factors included in the model were: age, gender, qualification level, children under 5 in household, children under 16 in household, tenure, working status of household, material deprivation, WIMD, urban and rural areas, trust in people, satisfaction with life, local authority.

## **Views on the education system in Wales – further analysis of ‘confidence’**

The same method of analysis was used to explore the characteristics that are associated with confidence in the education system in Wales. We used the same factors as when looking at ‘satisfaction’ and while controlling for these factors found the following to be independently linked to feeling confident in the education system.

- having very high trust in other people
- having very high satisfaction with life
- living in Merthyr, Flintshire or Anglesey (rather than Torfaen or Powys)
- living in social housing
- having a child under 16 living in the household.

The findings from these two pieces of further analysis indicate that using the factors available from the National Survey the three strongest predictors are found to be the same for satisfaction and confidence.<sup>10</sup> The other significant factors in both regressions are closely correlated; for example, being ‘under 45’ and ‘having a child under 16’ are likely to be similar predictors.

The two questions therefore produce closely aligned results and confirm the cross-analysis results ([Chart 9](#)).

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<sup>10</sup> As with all analysis of this kind we are unable to attribute cause and effect or to take account of unknown factors.

## **Terms and definitions**

### **School support categories**

The [National School Categorisation System](#) aims to provide a clear structure to review how well a school is performing. It takes into consideration how effectively the school is led and managed, the quality of learning and teaching, and the level of support and challenge it needs to do better.

Each category has been given a colour – green, yellow, amber or red. The categorisation colour shows the level of support a school needs (with the schools in the green category needing the least support and those in the red category needing the most intensive support). Each school will receive a tailored programme of support, challenge and intervention based on this category. Green schools will receive up to 4 days of support, yellow schools up to 10 days, amber schools up to 15 and red schools up to 25.

### **School types**

- Community schools – wholly owned and maintained by the local authority. The local authority is the admissions authority — it has main responsibility for deciding arrangements for admitting pupils.
- Voluntary aided schools – established by voluntary bodies, mainly the religious denominations, but are maintained by the LAs. The admission authority of a voluntary aided school is the governing body.
- Voluntary controlled schools – established by voluntary bodies, mainly religious denominations, but are maintained by the LAs. The admission authority of a voluntary controlled school is the local authority.
- Foundation schools – more freedom than community schools to manage their school and decide on their own admissions. Funding comes from the local authority.

### **Free school meals**

Children and young people attending school on a full time basis may be entitled to receive free school meals if the parent(s) are in receipt of certain income related benefits.

### **Language medium of school**

The annual census of schools in Wales collects information on the language used for teaching. For the purposes of this bulletin 'Welsh medium' schools include those where all teaching takes place in the Welsh language in addition to those that are classed as 'bilingual' or 'dual stream'. 'English medium' schools are those where all or nearly all teaching takes place through the medium of English.

### **Material deprivation**

Material deprivation is a measure which is designed to capture the consequences of long-term poverty on households, rather than short-term financial strain.

Non-pensioner adults were asked whether they had things like ‘a holiday away from home for at least a week a year’, ‘enough money to keep their home in a decent state of decoration’, or could ‘make regular savings of £10 a month or more’. The questions for adults focussed on whether they could afford these items. These items are really for their ‘household’ as opposed to them personally which is why they were previously called ‘household material deprivation’.

Pensioners were asked slightly different questions such as whether their ‘home was kept adequately warm’, whether they had ‘access to a car or taxi, when needed’ or whether they had their hair done or cut regularly’. These also asked whether they could afford them, but also focussed on not being able to have these items for other reasons, such as poor health, or no one to help them etc. these questions were less based on the household and more about the individual.

Those who did not have these items were given a score, such that if they didn’t have any item on the list, they would have a score of 100, and if they had all items, they had a score of 0. Non-pensioners with a score of 25 or more were classed as deprived and pensioners with a score of 20 or more were classed as deprived.

Parents of children were also asked a set of questions about what they could afford for their children.

In this bulletin the non-pensioner and pensioner measures of deprivation are combined to provide an ‘adult’ deprivation variable. The terms ‘adult’ and ‘household’ deprivation may be used interchangeably depending on context.

## **Qualifications**

Respondents’ highest qualifications have been grouped according to the National Qualification Framework (NQF) levels, where level 1 is the lowest level of qualifications and level 8 is doctoral degree or equivalent. For the National Survey, respondents have been grouped into 5 groups, those with no qualifications are in the lowest category and respondents with qualifications at levels 4 to 8 have been grouped together in the highest qualification category. [More information about the NQF levels.](#)

To provide more meaningful descriptions of the qualifications, these short descriptions have been used in this bulletin.

<b>National Qualification Framework levels</b>	<b>Description used in bulletin</b>
NQF levels 4-8	Higher education (Level 4+)
NQF level 3	‘A’ level and equivalent (Level 3)
NQF level 2	GCSE grades A to C and equivalent (Level 2)
Below NQF level 2	GCSE below grade C (below Level 2)
No Qualifications	No Qualifications

## Key quality information

### Background

The National Survey for Wales is carried out by the Office for National Statistics on behalf of the Welsh Government. The results reported in this bulletin are based on interviews completed between 1 April 2017 and 31 March 2018.

23,517 addresses were chosen randomly from the Royal Mail's Small User Postcode Address File. Interviewers visited each address and randomly selected one adult (aged 16+) in the household. They then carried out a 45-minute face-to-face interview, covering a range of views, behaviours, and characteristics. A total of 11,381 interviews were achieved with a response rate of 54.5%.

More information on the method is available in the [technical report](#).

### Interpreting the results

Percentages quoted in this bulletin are based on only those respondents who provided an answer to the relevant question. Some topics in the survey were only asked of a sub-sample of respondents and other questions were not asked where the question is not applicable to the respondent. Missing answers can also occur for several reasons, including refusal or an inability to answer a particular question.

Where a relationship has been found between two factors, this does not mean it is a causal relationship. More detailed analysis is required to identify whether one factor causes change in another.

The results are weighted to ensure that the results reflect the age and sex distribution of the Welsh population.

### Sampling variability

Estimates from the National Survey are subject to a margin of uncertainty. Part of the uncertainty comes from the fact that any randomly-selected sample of the population will give slightly different results from the results that would be obtained if the whole population was surveyed. This is known as sampling error. Confidence intervals can be used as a guide to the size of the sampling error. These intervals are calculated around a survey estimate and give a range within which the true value is likely to fall. In 95% of survey samples, the 95% confidence interval will contain the 'true' figure for the whole population (that is, the figure we would get if the survey covered the entire population). In general, the smaller the sample size the wider the confidence interval. Confidence intervals are included in the tables of survey results published on StatsWales.

As with any survey, the National Survey is also subject to a range of other sources of error: for example, due to non-response; because respondents may not interpret the questions as intended or may not answer accurately; and because errors may be introduced as the survey data is processed. These kinds of error are known as non-sampling error, and are discussed further in the quality report for the survey.

## **Significant differences**

Where the text of this release notes a difference between two National Survey results (in the same year), we have checked to ensure that the confidence intervals for the two results do not overlap. This suggests that the difference is statistically significant (but as noted above, is not as rigorous as carrying out a formal statistical test), i.e. that there is less than a 5% (1 in 20) chance of obtaining these results if there is no difference between the same two groups in the wider population.

Checking to see whether two confidence intervals overlap is less likely than a formal statistical test to lead to conclusions that there are real differences between groups. That is, it is more likely to lead to "false negatives": incorrect conclusions that there is no real difference when in fact there is a difference. It is also less likely to lead to "false positives": incorrect conclusions that there is a difference when there is in fact none. Carrying out many comparisons increases the chance of finding false positives. Therefore, when many comparisons are made the conservative nature of the test is an advantage because it reduces (but does not eliminate) this chance.

Where National Survey results are compared with results from other sources, we have not checked that confidence intervals do not overlap.

## **Regression analysis**

After considering the survey results, factors we considered likely to have an influence on parental satisfaction with schools, and views on the education system were incorporated into each of the relevant regression models. In each case the selection of the initial variables used in the regression was based on; the results from cross-analysis, policy direction, and the practicality of using the variable. The results for some factors were only available for a sub-sample of respondents, or there were a large number of 'missing' results which resulted in a substantial drop in the sample size on which the regression model could be tested. For this reason some variables/factors were omitted from the investigation.

The final models consisted of those factors that remained significant even after holding the other factors constant. These significant factors are those that have been discussed in this bulletin and the use of regression analysis is indicated by the statement that we have 'controlled for other factors'. It is worth noting that had a different range of factors been available to consider from the survey, then some conclusions about which factors were significant may have been different.

More details on the methodology used in the regression analysis are available in [Technical Report: Approach to regression analysis and models produced.](#)

## **Technical report**

More detailed information on the survey methodology is set out in the [technical report](#) for the survey.

## **Quality report**

A summary [Quality report](#) is available, containing more detailed information on the quality of the survey as well as a summary of the methods used to compile the results.

## **National Statistics status**

The [United Kingdom Statistics Authority](#) has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the [Code of Practice for Statistics](#).

National Statistics status means that official statistics meet the highest standards of trustworthiness, quality and public value.

All official statistics should comply with all aspects of the Code of Practice for Statistics. They are awarded National Statistics status following an assessment by the UK Statistics Authority's regulatory arm. The Authority considers whether the statistics meet the highest standards of Code compliance, including the value they add to public decisions and debate.

It is Welsh Government's responsibility to maintain compliance with the standards expected of National Statistics. If we become concerned about whether these statistics are still meeting the appropriate standards, we will discuss any concerns with the Authority promptly. National Statistics status can be removed at any point when the highest standards are not maintained, and reinstated when standards are restored.

## **Well-being of Future Generations Act (WFG)**

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. The Act puts in place seven well-being goals for Wales. These are for a more equal, prosperous, resilient, healthier and globally responsible Wales, with cohesive communities and a vibrant culture and thriving Welsh language. Under section (10)(1) of the Act, the Welsh Ministers must (a) publish indicators ("national indicators") that must be applied for the purpose of measuring progress towards the achievement of the Well-being goals, and (b) lay a copy of the national indicators before the National Assembly. The 46 national indicators were laid in March 2016.

Information on the indicators, along with narratives for each of the well-being goals and associated technical information is available in the [Well-being of Wales report](#).

Further information on the [Well-being of Future Generations \(Wales\) Act 2015](#).

The statistics included in this release could also provide supporting narrative to the national indicators and be used by public services boards in relation to their local well-being assessments and local well-being plans.

## Further details

The document is available at: <http://gov.wales/statistics-and-research/national-survey/?lang=en>

## Next update

Not a regular output.

We welcome any feedback on any aspect of these statistics which can be provided by email to [surveys@gov.wales](mailto:surveys@gov.wales)

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