



National Survey for Wales, 2016-17 Education: views and parental support

24 May 2018
SB 34/2018

In 2016-17, the National Survey for Wales included a number of questions about parents' satisfaction with schools, parental support with literacy and numeracy, and parental confidence in helping with English, Welsh and maths. Parents and non-parents were also asked about their overall views on the education system in Wales.

Key findings

- 90% of parents were satisfied with their child's primary school; 85% were satisfied with their child's secondary school.
- 54% of parents helped their child every day with letters, reading or writing (up from 49% in 2014-15).
- 39% of parents helped their child every day with maths or numbers.
- 77% felt very confident in their ability to help their child with English reading; 16% felt very confident in their own Welsh reading ability.
- 61% of parents felt very confident in their ability to help with maths.
- Welsh speakers were more likely to feel confident in their own English and maths ability than non-Welsh speakers, even after controlling for other differences between English and Welsh speakers.
- People (parents and non-parents) who were most satisfied with education in Wales were likely to: have no qualifications, be very satisfied with life, have a child aged under 5, live in private rented or social housing, not be of white Welsh/British ethnicity, or live in certain local authorities.



About this bulletin

This bulletin provides more detailed analysis of National Survey 2016-17 results for the questions on **school satisfaction, parental support with literacy and numeracy, parental confidence, and satisfaction with the education system.**

The full questionnaire is available on the [National Survey web pages](#).

Additional tables can be accessed via the [Results viewer](#).

In this bulletin

Introduction	2
Satisfaction with primary and secondary schools	3
Parental support with literacy and numeracy	6
Views on the education system in Wales	11
Terms and definitions	15
Key quality information	18

Introduction

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

Questions on parental support were included in the National Survey to provide evidence to develop the Foundation Phase (the national curriculum for children aged 3 to 7). Parents with a child at primary school (aged 3 to 11) were asked about their own confidence in helping their child to learn. This bulletin sets out the results from these questions.

The results are 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 will 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.

The [My Local School](#) tool enables people to access school data, where more information on results, attendance and school support categories¹ can be found.

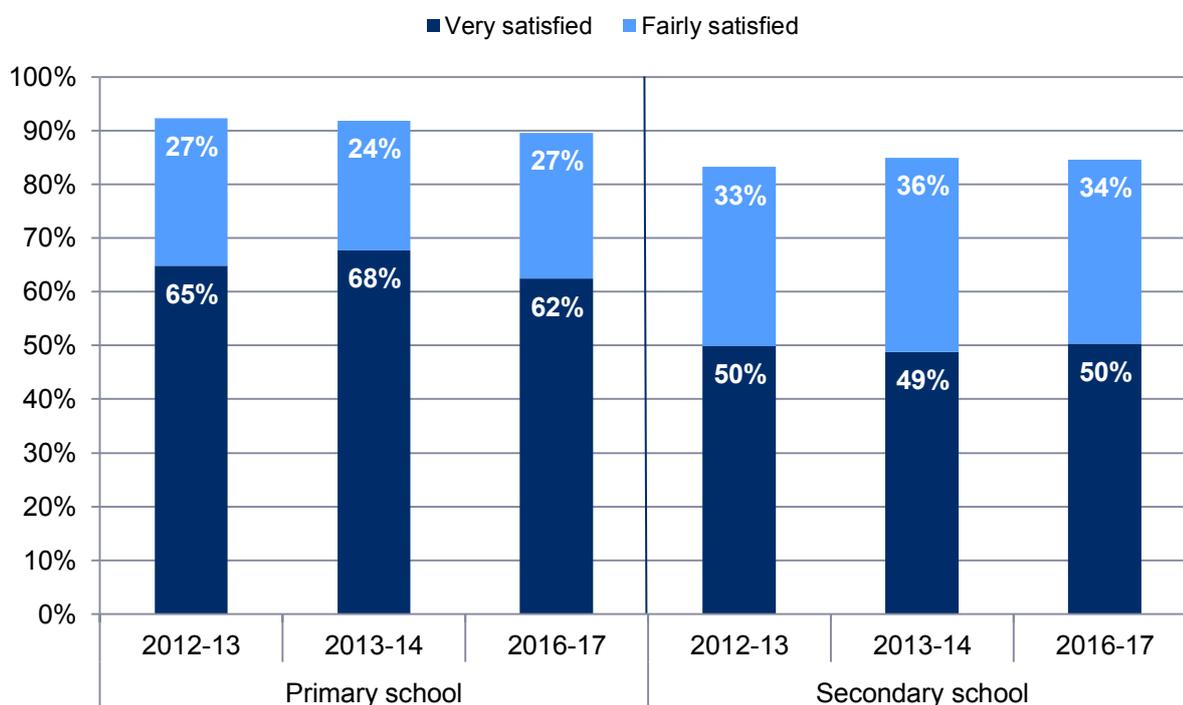
¹ School support categories – see [Terms and definitions](#)

Satisfaction with primary and secondary schools

Parents were asked about satisfaction with their child’s primary or secondary school over the past 12 months. 90% of parents said they were satisfied with their child’s primary school, and 85% were satisfied with their child’s secondary school.

Chart 1 shows the percentage of parents very and fairly satisfied with their child’s primary and secondary school for the survey years when the question was asked. The figures for ‘very satisfied’ and ‘fairly satisfied’ show little variation across years. 68% of parents were very satisfied with their child’s primary school in 2013-14, compared with 62% in 2016-17. However, this is not a significant difference between the years. Also, satisfaction with primary schools has remained higher than satisfaction with secondary schools across all 3 years.

Chart 1: Satisfaction with primary and secondary schools, by survey year



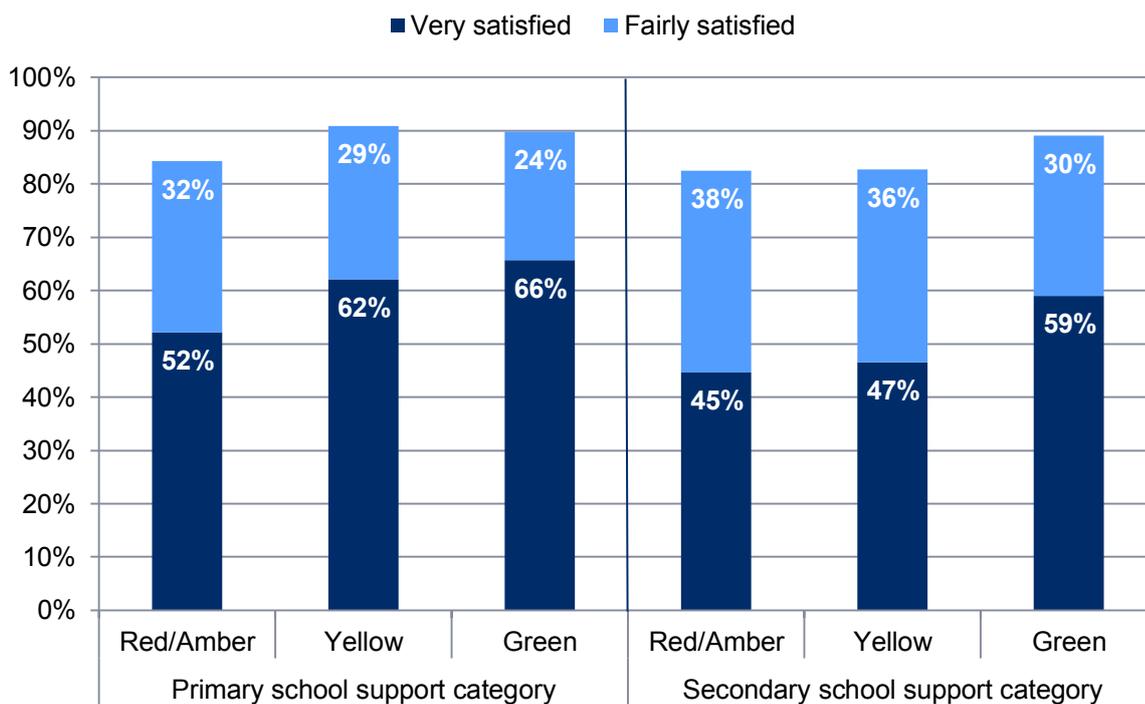
People who felt there was a sense of community² where they lived were more likely to be satisfied with their child’s primary school (94%) and secondary school (89%) than those without a sense of community (86% and 80%, respectively).

The Welsh Government defines four support categories³ (green, yellow, amber or red) where the colour shows level of support a school needs. Schools in the green category need less support than schools in the red category. There appears to be a link between the support categories of primary and secondary schools are how satisfied parents are with their child’s school. Parents were more likely to be very satisfied with primary schools in the green support category (66%) than primary schools in the red / amber support categories (52%). Similarly with secondary schools, satisfaction increases as the support category moves from red / amber to green. Chart 2 shows these results.

² Sense of community – see [Terms and definitions](#)

³ Support categories – see [Terms and definitions](#)

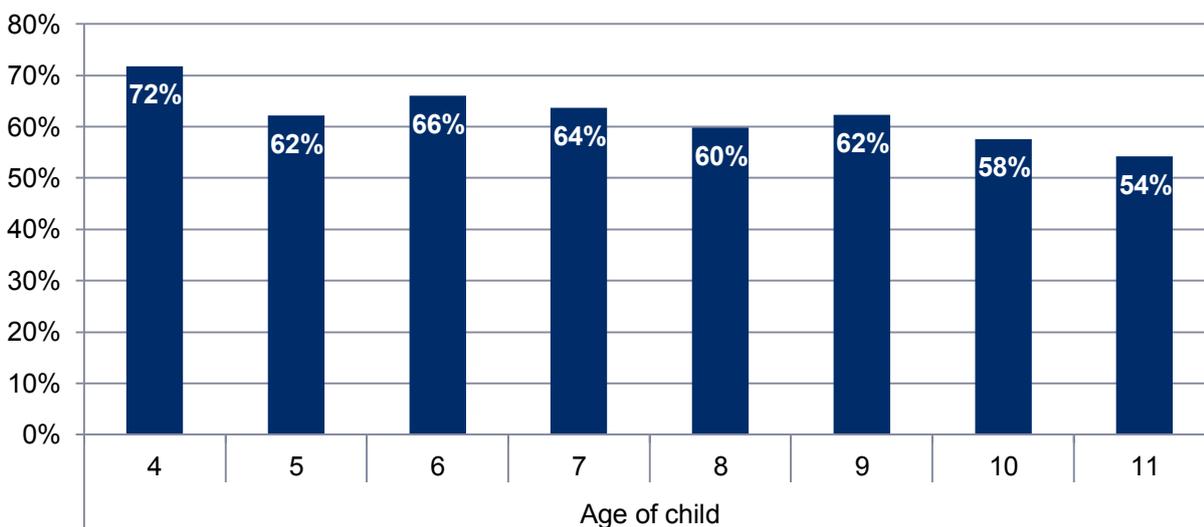
Chart 2: Satisfied with secondary school, by support category



Satisfaction with primary schools

Parents with the youngest children were most likely to be very satisfied with their child’s primary school. Parents of 4 year olds were more likely to be very satisfied with the school (72%) than those with 11 year olds (54%). Results for all primary school ages are presented in Chart 3.

Chart 3: Very satisfied with primary school, by age of child



Parents living in owner-occupied housing were more likely to be satisfied with their child’s primary school (92%) than those in private rented accommodation (84%). Also, households where no one was working were less likely to be satisfied with primary schools (83%) than households where everyone was working (92%).

Where the household was in material deprivation people were less likely to be satisfied with their child’s primary school (83%) than households not in material deprivation (92%).

Satisfaction with primary schools – further analysis

Cross-analysis indicates that various factors may be associated with primary 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 not be employed). To get a clearer understanding of the effect of each individual factor we have used statistical methods⁴ to 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”⁵.

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

- having a sense of community;
- being satisfied with their job;
- trusting most people; and
- the school being one where 90% or more of the children achieved Key Stage 2⁶.

Satisfaction with secondary schools - further analysis

To get a clearer understanding of the effect of each particular factor we have controlled for other factors⁷. By using this approach, we found that the following are linked with being **very** satisfied with their child’s secondary school:

- having a sense of community;
- being satisfied with their job;
- child attending a voluntary aided school⁸; and
- child attending a secondary school in the green support category

Cross-analysis found that in secondary schools where 70% or more achieved KS4, 59% of parents were very satisfied with the secondary school. In contrast, the ‘very satisfied’ level was 42% among parents whose children were at schools whose KS4 achievement was below 40%. However, further analysis showed that once the other factors are controlled for, Key Stage 4 results were no longer a key indicator of satisfaction.

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

⁵ 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, sense of community, urban rural areas, trust in people, language of school, school support category, school category, percentage achieving Key Stage 2, number of authorised and unauthorised absences, and free school meals.

⁶ Level 4 or above in Maths, Science and either Welsh or English

⁷ The factors included in the model 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, sense of community urban rural areas, trust in people, language of school, school support category, school category, percentage achieving KS4, time taken to cycle to school, number of authorised and unauthorised absences, free school meals.

⁸ School types - see [Terms and definitions](#)

Parental support with literacy and numeracy

The National Survey included questions about parental support with literacy and numeracy.

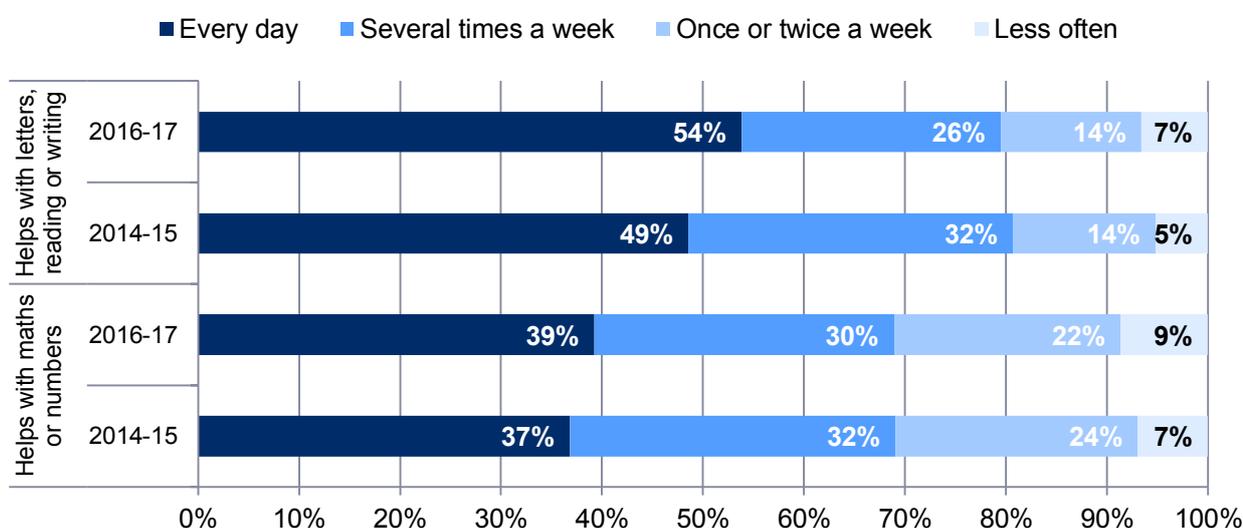
Parents with a child aged 3-7 were asked how often they help their child with letters or with reading or writing, and with maths or numbers. Parents with a child aged 3-11 were asked how confident they felt in their own ability to help with English and Welsh reading and writing, and with maths.

For both sets of questions, if there was more than one child in the household in this age group then one child was selected at random and the respondent was asked to think about this child when answering. It is important to note that the survey only asked the parent that was randomly selected for interview how much time they spent doing various activities with their child. Information was not collected about the time that the other parent or another adult spent doing the same activities with the child.

Frequency of parental support

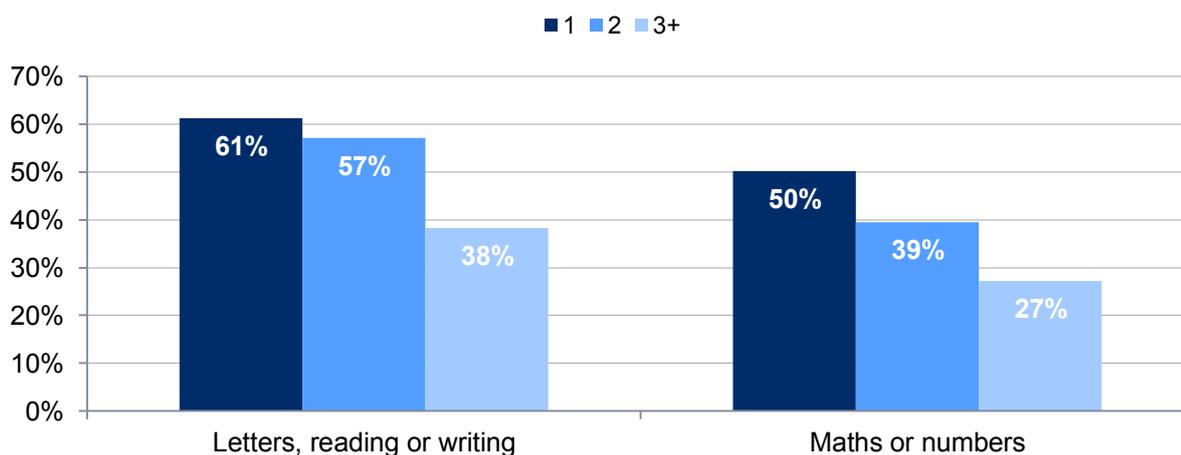
Parents with a child aged 3-7 tended to help their child with letters, reading or writing more frequently than they helped their child with maths or numbers. This is shown in Chart 4: 54% of parents helped their child with letters, reading or writing every day compared with 39% helping with maths or numbers every day. Similarly, in 2014-15 almost half (49%) of parents helped their child with letters, reading or writing every day, compared with 37% of parents helping their child with maths or numbers every day.

Chart 4: How often a parent supports child with their learning, by survey year



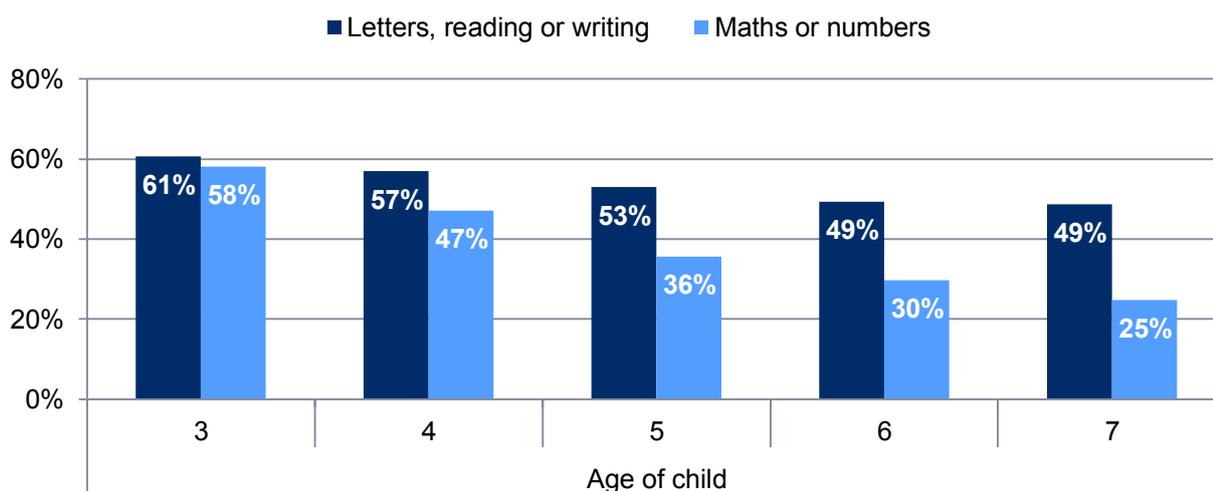
The frequency of parental support for letters, reading or writing, and maths or numbers decreases as the number of children in a household increases. Chart 5 shows that the frequency of daily parental support was highest in single child households, with 61% of parents providing daily support with letters, reading or writing compared with 38% of parents with 3 or more children who did so. A similar trend is shown for help with maths or numbers, also shown in Chart 5.

Chart 5: Daily parental support, by number of children in the household



Daily parental support with letters, reading or writing and with maths or numbers varied by the age of the child. As shown in Chart 6, there was a decline in daily support with maths or numbers as the age of the child increased. For children aged 4 years, 47% of parents gave daily support with maths or numbers; but at age 5, daily support decreased to 36%.

Chart 6: Daily parental support, by age of selected child

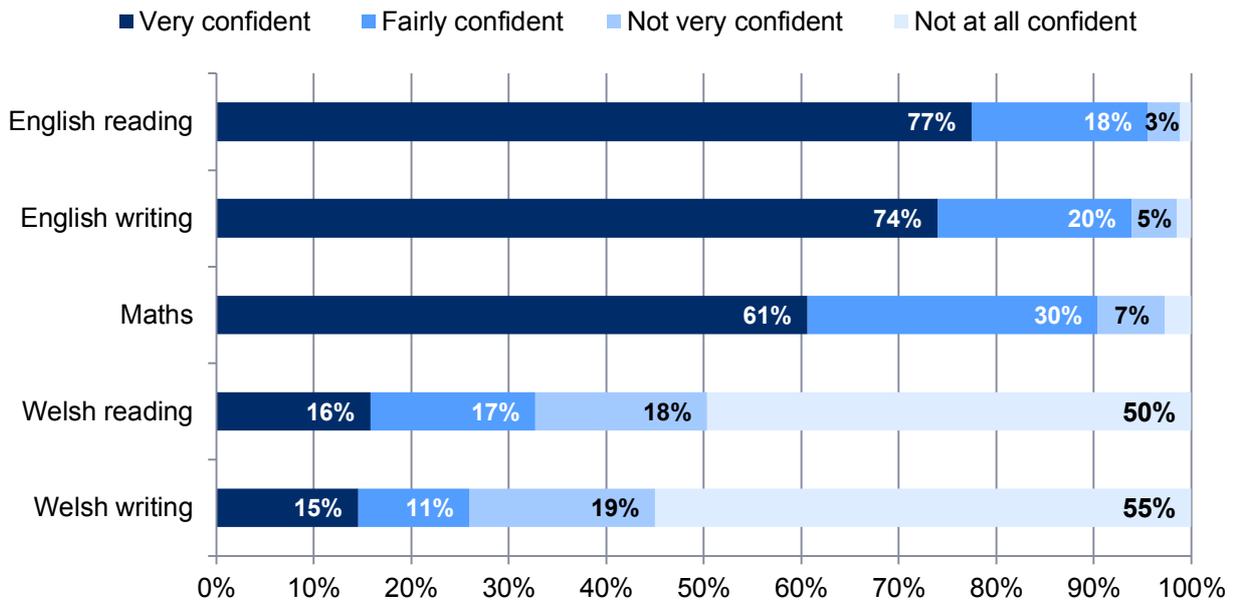


Parental confidence in their own ability to support child's learning

Parents with a child aged 3-11 were asked how confident they felt in their own ability to help their child with reading and writing in Welsh and English, and with maths. Chart 7 shows the results.

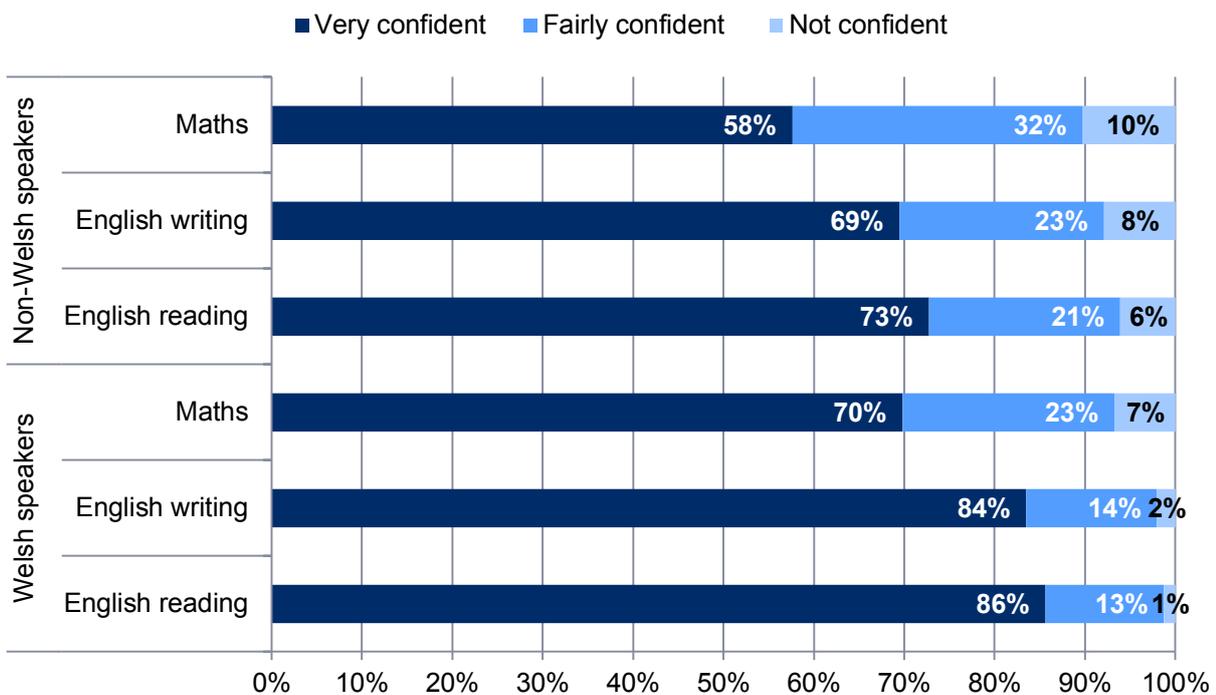
77% of parents felt very confident in their own ability to help their child with English reading; 74% felt very confident in their ability to help their child with English writing. Overall, parents were much less confident in helping with Welsh reading and writing, with only 16% and 15% saying they were very confident in doing this.

Chart 7: Parental confidence in their own ability to help child aged 3-11



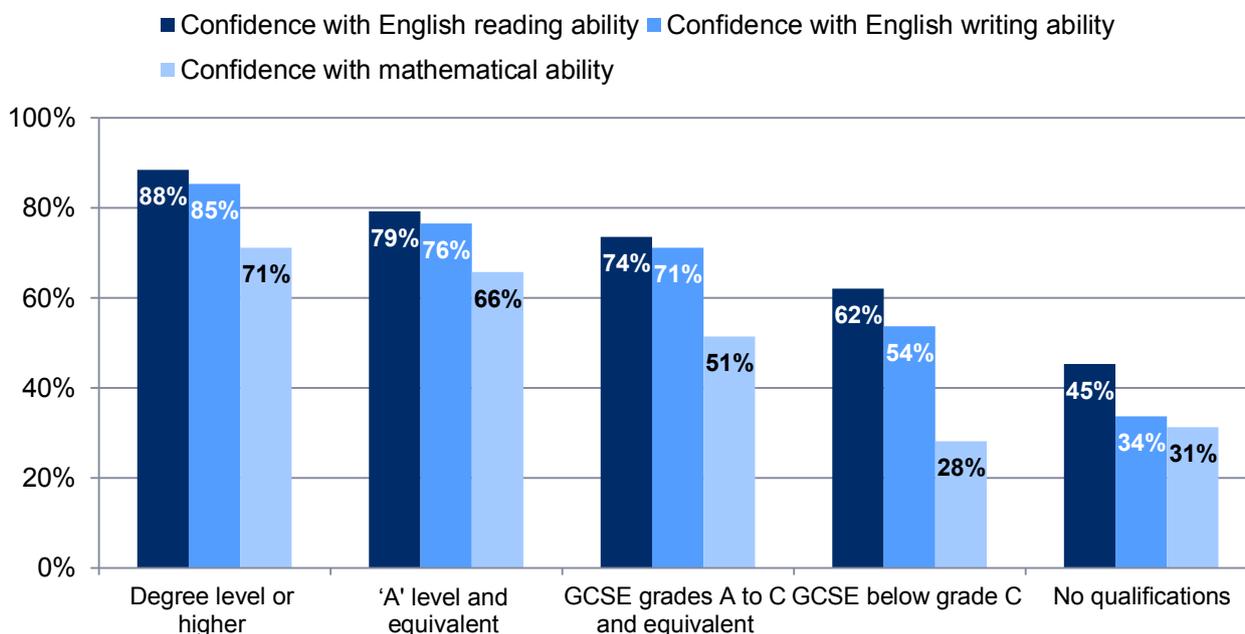
Perhaps unsurprisingly, Welsh speakers were more likely to be very confident in their own Welsh reading (51%) and writing (49%) ability than non-Welsh speakers (4% and 3%, respectively). However, Welsh speakers were also more likely to be very confident in their own English reading (86%), English writing (84%) and maths (70%) ability than non-Welsh speakers (73%, 69%, and 58% respectively). The results are shown in Chart 8.

Chart 8: Parental confidence in helping with English and Maths, by ability to speak Welsh



Cross-analysis indicates there is an association between parental qualifications and their confidence in helping with English reading, writing and maths. Chart 9 shows this relationship for parents who were very confident in their own English reading and writing, and maths ability.

Chart 9: Parents very confident with English reading and writing, and maths ability, by qualification



Looking at confidence by gender, men were more likely to be very confident in their own maths ability (69%) than women (54%).

Parental confidence with English and maths – further analysis

Again, we carried out analysis to look at factors⁹ that may be associated with those who are very confident in their own ability to help their child with English reading and writing. Holding each factor constant, we found the factors most linked with confidence are:

- having higher qualification levels;
- answering about a female child;
- helping a child aged 5-8 years old;
- being a Welsh speaker; and
- living in owner-occupied accommodation.

Similarly, we carried out analysis to find who was very confident in their own maths ability to help their child with maths or numbers. Each of the following factors¹⁰ has a separate influence on the likelihood of being very confident with own maths ability, after the other factors are controlled for.

- having higher qualification levels;
- being male;

⁹ Factors included in the model were: parent's qualification, Welsh speaking ability, child's age, child's gender, urban rural areas, parental gender, anxiety, household material deprivation, WIMD, tenure, number of children in household.

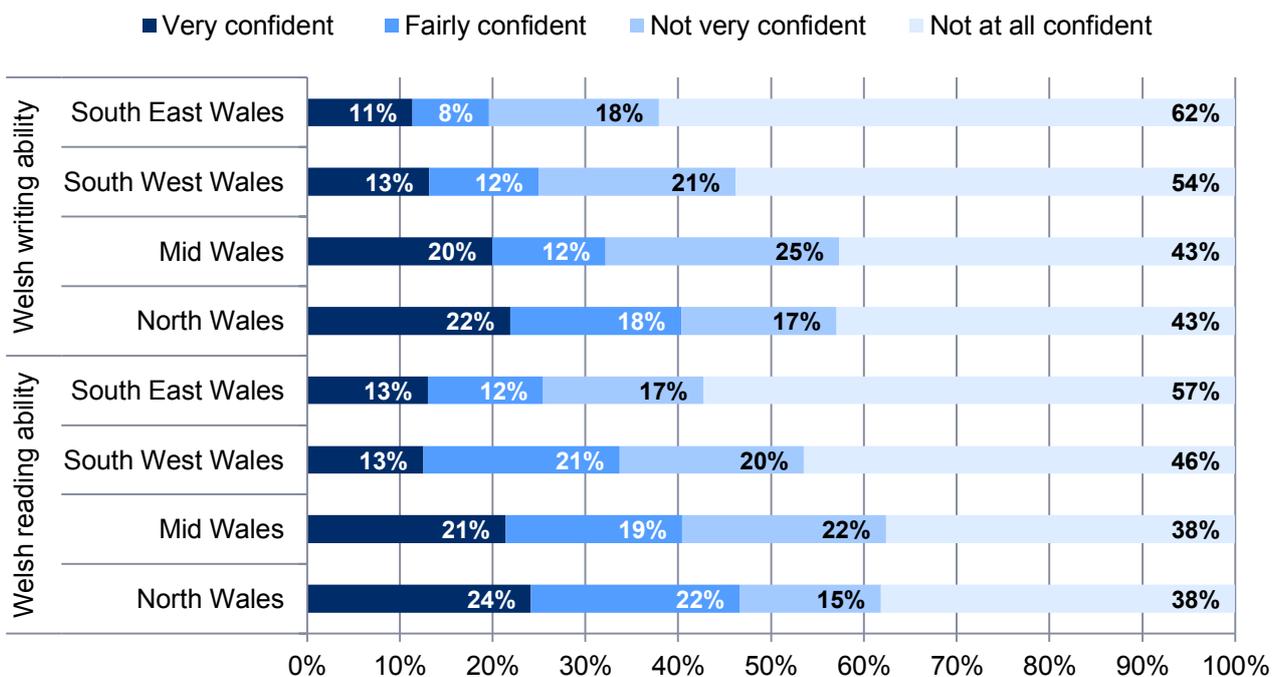
¹⁰ Factors included in the model were: parent's qualification, Welsh speaking ability, child age, child gender, urban and rural areas, parental gender, anxiety, household material deprivation, WIMD, tenure, number of children in household.

- being a Welsh speaker;
- not being in household material deprivation;
- having 2 children; and
- having a younger child.

Parental support with Welsh reading and writing

Chart 10 illustrates how parental confidence in helping with Welsh reading and Welsh writing shows regional variation. Parents living in South East or South West Wales were less likely to be very confident in their ability to help with Welsh reading and writing ability than those living in North Wales. This is linked to the percentage of people speaking Welsh in these areas. The survey results show that 40% of people in North Wales are Welsh speakers, compared with 24% in South East Wales and 25% in South West Wales.

Chart 10: Parental confidence in helping with Welsh reading and writing, by area



Following the same pattern, parents living in rural areas of Wales were more likely to be very confident with helping with reading and writing in Welsh (25% and 23%) than those living in urban areas (12% and 11%).

56% of fathers (of a child aged 3 to 11) had no confidence in helping with reading and writing in Welsh. This compares with 45% and 50% of mothers respectively.

Parents in material deprivation¹¹ were less likely to be very confident in their ability to help with English reading (62%), English writing (57%) and maths (48%) than those not in material deprivation (83%, 79% and 65%, respectively).

¹¹ Material deprivation – see [Terms and definitions](#)

Ability to help with Welsh reading and writing – further analysis

More in-depth analysis was carried out to find who was most likely to be confident in their ability to help their child with Welsh reading and writing. A number of factors¹² were considered as possible predictors but when these factors were held constant, the following factors had a significant effect on parents who were most likely to be confident in helping.

- **Welsh speaking ability** – Welsh speaking parents were more confident in their ability to help their child with Welsh reading and writing than non-Welsh speaking parents.
- **Parent's gender** – Mothers were more likely to be confident in helping than fathers.

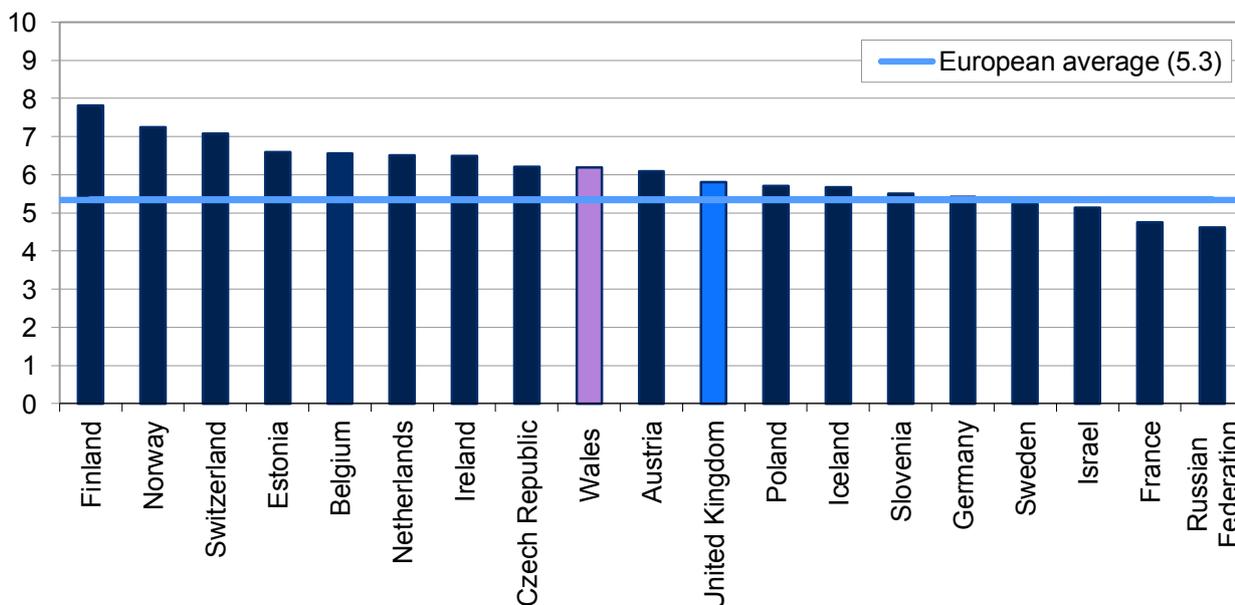
Views on the education system in Wales

The National Survey asked everyone 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'. This question was taken from the [European Social Survey](#), allowing some comparisons with countries across Europe. 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 was 6.2 out of 10. This was similar to the 2012-13 result (6.4) and the 2013-14 result (6.3). In 2014-15, the average was higher at 6.6.

The UK national average (5.8) and the average rating across European countries (5.4) found in the European Social Survey were substantially lower than the National Survey 2016-17 figure for Wales (6.4), as shown in Chart 11.

Chart 11: Overall satisfaction with the education system, by European country



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

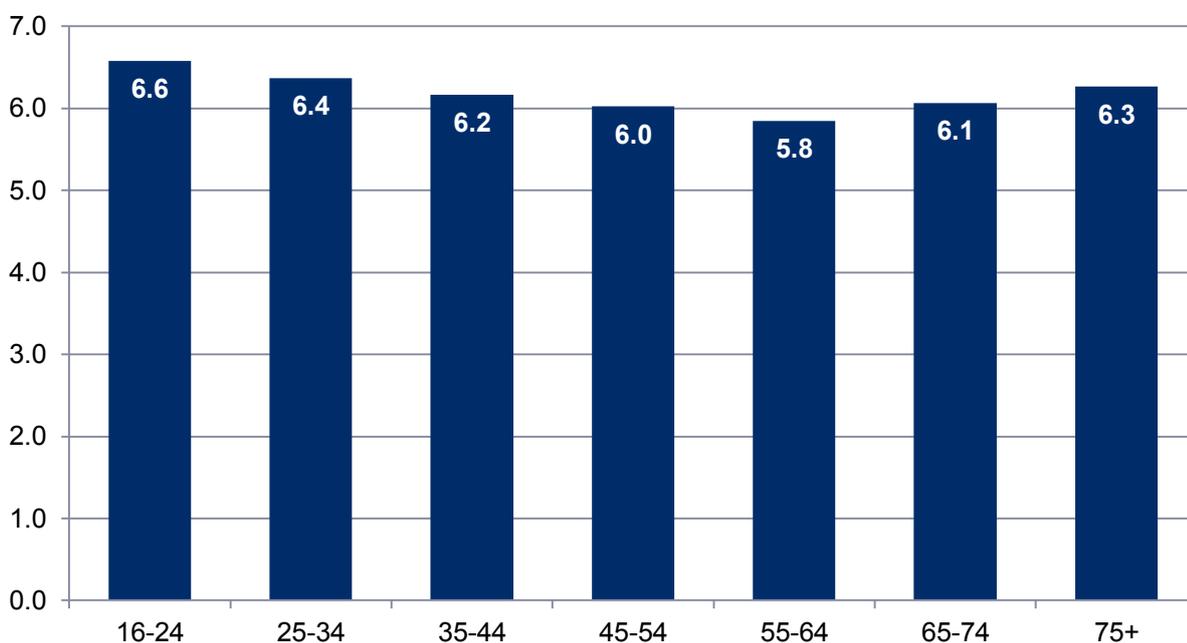
¹² Factors included in the model were: parent's qualification, Welsh speaking ability, child's age, child's gender, urban rural area, area in Wales, parental gender, anxiety, household material deprivation, WIMD, tenure, number of children in household.

Note that not all of the countries participating in the ESS have yet reported their findings for 2016; the European average may therefore change in future as more countries report their findings.

As in previous years, the proportion of people answering “Don’t know” to this question was 15% (20% for people in households with no children under 19; 5% for households with children under 19). This is likely due to some people without children feeling that they do not have enough recent experience with the education system to answer the question.

The remainder of this section looks at the 2016-17 results from the National Survey in more detail, 16-24 year olds gave the highest average satisfaction of any age group: 6.6, which is interesting because this is the group to still be in education or to have recently left education. 55-64 year olds gave the lowest rating of 5.8, as shown in Chart 12 below.

Chart 12: Overall satisfaction with the education system, by respondents’ age

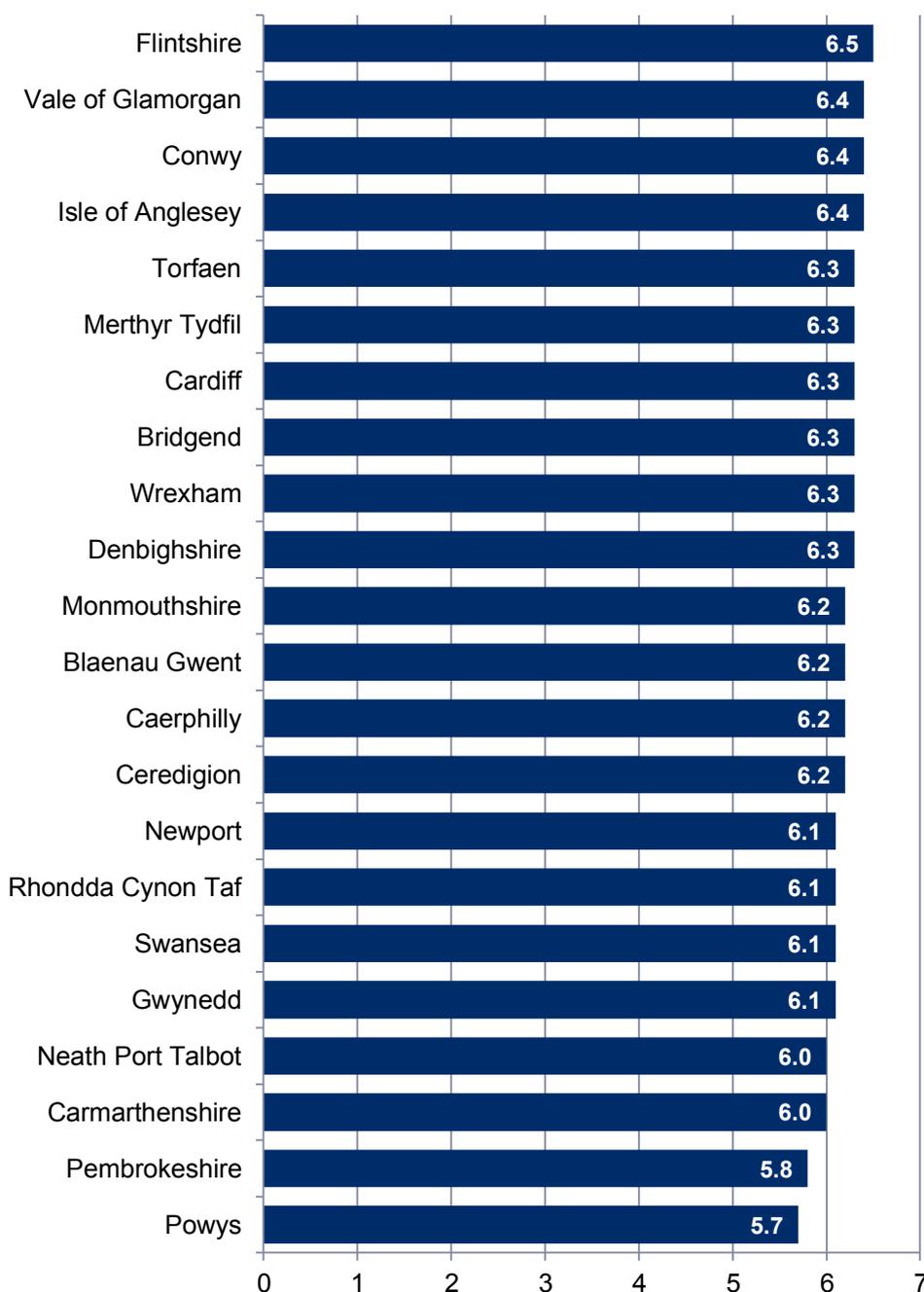


Average satisfaction with the state of the education system in Wales varies by characteristics of the household. For example, households containing a child under the age of 16 had a higher average rating (6.4) than households without a child under 16 (6.1). Similarly, households that had a child under 5 years old had a higher average (6.6) than households without (6.1).

People living in social housing or private rented accommodation gave higher average ratings (6.5 each) compared with those living in owner-occupied housing (6.1). Related to where a person lives, people who feel a sense of community have a higher satisfaction rating (6.4) than those who do not (6.0).

Local authorities in Wales are responsible for their own education budget. When overall satisfaction with education is split by local authority, there are differences between which local authorities gave the lowest ratings and which gave the highest. Powys was authority with the lowest average rating (5.7), and Flintshire had the highest average rating (6.5). The results for all local authorities are shown in Chart 13.

Chart 13: Overall satisfaction with the education system, by local authority



There was also a difference between those living in urban and rural areas. Individuals living in urban areas of Wales had a higher average satisfaction rating (6.2) than those in rural areas (6.1).

The average satisfaction rating varies by the individual's highest qualification. Those with no qualification gave a higher average rating (6.4) than those with qualifications of degree level and above (6.0).

Peoples' satisfaction with other aspects of life may be linked to satisfaction with the education system in Wales, and vice versa. Those with very high life satisfaction gave a higher average score for satisfaction with education (6.5) than those who reported low life satisfaction (5.3). A similar trend is shown for satisfaction with jobs.

The survey asked people a number of questions related to loneliness¹³ to determine how lonely people were feeling. Those who were lonely gave a lower average satisfaction rating (5.7) than those who were not lonely (6.4).

Views on the education system in Wales – further analysis

Again, to understand the effect of individual factors we carried out further analysis to identify characteristics that are associated with who was most likely to be **very** satisfied with the state of education in Wales. While controlling for other factors¹⁴ we found that the following factors had a separate effect on people being very satisfied with the state of education in Wales:

- being of an ethnicity other than white Welsh/English/British
- having no qualifications;
- having very high trust in other people;
- having very high satisfaction with life;
- feeling there is a strong sense of community in the local area;
- living in private rented or social housing;
- having a child under the age of 5; and
- living in Bridgend or Conwy rather than Powys or Pembrokeshire.

Each of these factors has a separate effect on likelihood of being very satisfied with education in Wales, after the other factors are controlled for. Whilst the analysis confirmed much of the cross-analysis discussed earlier, some factors such as age and rural/urban were no longer found to be linked. This means that the apparent relationship between age and satisfaction with education in Wales is in fact more likely to be related to the other factors above.

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

¹³This is calculated using De Jong Gierveld loneliness scale - see [Terms and definitions](#)

¹⁴ 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, ethnicity, local authority, sense of community.

Terms and definitions

Sense of community

Respondents were asked to what extent they agreed or disagreed with the following statements:

- ‘I belong to my local area.’
- ‘This local area is a place where people from different backgrounds get on well together.’
- ‘People in my local area treat each other with respect and consideration.’

For the Well-being of Future Generations indicator, the responses were combined. Those who agreed with all three statements were deemed as feeling a sense of community - see National indicators for more information

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.

Absences

Authorised absence means either the school has given approval in advance; or that a satisfactory explanation has been given afterwards. Examples include illness, medical or dental appointments or study leave. Unauthorised absence means an absence where no satisfactory explanation has been given.

School types

Schools were categorised into:

- 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.

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.

National Qualification Framework levels	Description used in bulletin
NQF levels 4-8	Degree level or higher
NQF level 3	'A' level and equivalent
NQF level 2	GCSE grades A to C and equivalent
Below NQF level 2	GCSE below grade C
No qualifications	No qualifications

Loneliness

Various measures of loneliness can be used for data analysis purposes but the National Survey uses the De Jong Gierveld This is calculated using De Jong Gierveld loneliness scale - see terms and definitions 6-point loneliness scale. For this scale, respondents were shown a series of 6 statements and asked to indicate, the extent to which each statement applied to the way they felt. There were 3 statements about 'emotional loneliness (EL)' and 3 about 'social loneliness (SL)'.

1. I experience a general sense of emptiness (EL)
2. I miss having people around me (EL)
3. I often feel rejected (EL)
4. There are plenty of people I can rely on when I have problems (SL)
5. There are many people I can trust completely (SL)
6. There are enough people I feel close to (SL)

The scale uses three response categories: Yes / More or less / No - where the neutral and positive answers are scored as "1" on the negatively worded questions (in this instance, questions 1-3). On the positively worded items (questions 4-6), the neutral and negative answers are scored as "1". This means that an answer of 'more or less' is given the same score as 'yes' or 'no', depending on the question.

The scores for each individual question are added together to provide an overall loneliness measure. This gives a possible range of scores from 0 to 6, where 0 is least lonely and 6 is most lonely. For reporting purposes in this bulletin we have considered people who have a score of 4 to 6 as being lonely.

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 in 2016-17 (1 April 2016 – 31 March 2017).

The sample was drawn from the Royal Mail Small Users Postcode Address File (PAF), whereby all residential addresses and types of dwellings were included in the sample selection process as long as they were listed as individual addresses. If included as individual addresses on the PAF, residential park homes and other dwellings were included in the sampling frame but community establishments such as care homes and army barracks are not on the PAF and therefore were not included.

The National Survey sample in 2016-17 comprised 21,666 addresses chosen randomly from the PAF. Interviewers visited each address, randomly selected one adult (aged 16+) in the household, and carried out a 45-minute face-to-face interview with them, which asked for their opinions on a wide range of issues affecting them and their local area. A total of 10,493 interviews were achieved.

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 satisfaction with the ease of making a convenient appointment, and satisfaction with the care received at the appointment 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 and this release includes 2 of the national indicators namely 27 and 30

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](#).

This release includes 2 contextual indicators, namely 27 and 30, which were referenced in the technical document or the Well-being report in the previous link.

As a national indicator under the Act they must be referred to in the analyses of local well-being produced by public services boards when they are analysing the state of economic, social, environmental and cultural well-being in their areas.

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:

<https://gov.wales/statistics-and-research/national-survey/?tab=current&lang=en>

Next update

Not a regular output

We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to

surveys@gov.wales

Open Government Licence

All content is available under the [Open Government Licence v3.0](#), except where otherwise stated.

