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Views on Education in Wales: re-contact survey



Views on Education: re-contact survey

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Views expressed in this report are those of the researcher and not necessarily those of the Welsh Government

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Glossary

Acronym / Key word	Definition
Parent	In this survey 'parent' is defined as someone who is responsible for at least one child aged 3-19 who lives in their household and are in education in Wales.
Non-parent	Someone who does not have responsibility for any child aged 3-19 living in their household and in in education in Wales.
16-19 year olds	Refers to those who were aged 16-19 at the time they were interviewed for the National Survey for Wales (2013-14). They are likely to be aged 18-21 at the time of the Education re-contact survey.
Confident in the education system in Wales	Describes those who gave a score of 7-10 when asked the following question: <i>"On a scale of 0 to ten, where 0 is not at all confident and 10 is extremely confident, how confident are you in the education system in Wales?"</i>
Not confident in the education system in Wales	Describes those who gave a score of 0-6 for the question above.
Rated the state of education in Wales as 'good'	Describes those who gave a score of 7-10 when asked the following question: <i>"Considering all aspects of the education system in Wales from nursery schools through to universities as well as adult education courses, please say what you think overall about the state of education in Wales nowadays on a scale of 0 to 10, where 0 is 'extremely bad' and 10 is 'extremely good'."</i>
Rated the state of education in Wales as 'bad'	Describes those who gave a score of 0-6 for the question above.

Child's education 'below expectations'	Parents who gave a score of 0-4 for the following question: 'I'd like to know to what extent <NAME>'s education has compared with your expectations. So where would you place yourself on a 10 point scale where 0 is 'well below expectations' 5 is 'met your expectations' and 10 is 'far exceeded your expectations'.
Child's education 'above expectations'	Parents who gave a score of 6-10 for the question above.

1. Executive summary

This report presents the findings of a survey of 400 individuals in Wales (247 interviews were with parents of a child aged 3-19 in education in Wales, 43 with 16-19 year olds¹ in education, and 110 with adults without any children in education in Wales). Fieldwork took place in January and February 2016. All participants had taken part in the National Survey for Wales 2013-14 and had agreed to be re-contacted. The re-contact survey sought to understand how confidence in the education system might be measured, and to examine issues on parental support for children's education.

1.1 Confidence and satisfaction with the education system

- When asked to rate their confidence in the education system in Wales on a scale from 0 to 10, where 0 was 'not at all confident' and 10 was 'extremely confident', the majority of respondents (63%) gave a score of 7 or more (defined as 'confident').
- When asked what they thought about the state of education in Wales nowadays on a scale of 0 to 10, where 0 was 'extremely bad' and 10 was 'extremely good' the majority of respondents (71%) gave a score of 7 or more.
- Parents of children in education in Wales were highly satisfied (89%, though lower for secondary schools, at 84%) with their child's or their own education; this was typically because parents felt their child was doing well there, or that they thought the education offered was of high quality (both 27%).
- The vast majority of parents felt their child's current education exceeded (69%) or was meeting (22%) their expectations; 9% felt it was below expectations.
- Analysis shows that people's confidence in the education system in Wales and how they rate the state of education in Wales overall are moderately associated but that they are not considered to be the same thing.
- For non-parents and those in education, the main influence on both their views about the state of education in Wales and their confidence in the education system was whether they thought teaching is of a high standard. For parents, the main factor determining both overall views and confidence levels was whether they felt the standard of education was constantly improving.

¹ Aged 16-19 when interviewed for the 2013-14 National Survey.

1.2 Parental support

- The vast majority (95%) of parents felt involved in their child's learning and development, though just over half (52%) desire to be more involved than they are currently.
- Almost nine in ten (88%) parents were confident about where to go if they needed information or guidance on helping to support their child. Many parents (80%) had used such sources of information, advice and guidance to help with supporting their child, most often materials provided by their school (28%) and / or advice and guidance from teachers (26%); around a quarter had searched the internet for this information or advice (26%).
- The vast majority of parents felt confident in their ability to support their child's learning and development (94%) and / or felt their child receives enough support at home (94%).
- Two-fifths (41%) wanted additional support to help them support their child. These parents most often wanted information about the curriculum (28%), better communication from schools (21%), information on relevant books/online resources (19%) and more guidance on how parents can help with specific activities (12%).
- Four-fifths of parents felt there are barriers to giving their child/children more support at home: most often time (42%) and the child not wanting (more) support (12%).

2. Introduction

2.1 Background

National Survey for Wales

The Welsh Government's National Survey for Wales ran between 2012 and 2015. The results of the National Survey are used to inform the development of public policy and the delivery of public services.

The survey involves face-to-face interviews with individuals aged 16 and over living Wales. It covers a range of topics, with an over-arching focus on the well-being of people and their views of local public services.

From 2012-13 to 2014-15 the National Survey included a number of questions about parents' satisfaction with schools and their experience of dealing with schools and teachers. Parents' and non-parents' views were also sought on the education system in Wales overall.

With regards to experience of schools and overall views on the education system, the headline results² of the National Survey 2013-14 were that:

- 92% of parents were satisfied with the primary school their child attended;
- 85% were satisfied with the secondary school their child attended; and,
- When people were asked to rate what they thought about the state of education in Wales, on a scale of 0 ('extremely bad') to 10 ('extremely good'), the average score given was 6.3 out of 10.

Policy context

*Qualified for Life*³ is an education improvement plan launched by the Minister for Education and Skills in October 2014, which set out the Welsh Government's vision and aims to improve educational attainment for 3-19 year olds by 2020. Progress against the plan is being measured by a Wales Education Report Card, published annually. The report card includes a range of performance indicators to assess progress, one of which is "Improved confidence in the education system among parents/carers".

Parental support and the home learning environment, and the contribution these make to children's learning and development is a continuing theme of policy interest. In late 2015, the Welsh Government launched a campaign

² More detailed headline results for the Education questions on the 2013-14 National survey can be found here: <http://gov.wales/docs/statistics/2014/141204-national-survey-wales-2013-14-education-en.pdf>

³ <http://gov.wales/docs/dcells/publications/141001-qualified-for-life-en.pdf>

“Education begins at home”⁴ to help schools engage with parents and to help show parents that even small steps at home can make a difference to how their child does in school.

The campaign aims to encourage parents to take responsibility for their children and their education by ensuring they are getting the basics right at home.

2.2 Objectives for the Education re-contact survey

The Welsh Government commissioned this re-contact survey to inform and monitor aspects of education policy. There are two main strands to the research:

- First, the research explores what factors people consider when asked to assess their confidence in the education system in Wales and identify what are the drivers which make people confident. It also explores what respondents think about when considering their satisfaction with the education system and how, if at all, the drivers for satisfaction differ from those for confidence. The National Survey for Wales has to date, only included questions designed to measure satisfaction. This survey aims to assess whether such questions are sufficient for assessing confidence in the education system, or whether the question should be adapted for future research activities.
- Second, it explores how parents support their children with education and what, if any, help parents need with this.

The findings will help to identify the best way for the Welsh Government to assess confidence in the education system, as well as provide evidence about the support that parents need, to be able to (further) assist their child with their learning.

It is worth noting that gathering opinions and interpreting results on views of public institutions and services is not straightforward. For example public confidence does not necessarily reflect performance. Between 2001 and 2008, for example, performance appeared to be improving amongst many UK institutions (with statutory performance indicators, inspection reports and user satisfaction surveys showing steady improvements) but public confidence declined⁵. Similarly opinion polls in the USA showed a steady decline of confidence in the educational system during the 1980s and 1990s despite more positive behavioural indicators (students staying in school longer,

⁴ <http://gov.wales/topics/educationandskills/schoolshome/parents/education-begins-at-home/?lang=en>

⁵ ‘Public confidence and public services: it matters what you measure (Richard Cowell and James Downe, Cardiff University, March 2014) <http://policyandpoliticsblog.com/2014/03/12/how-do-you-measure-public-confidence-in-public-services/>

parents choosing public rather than private schools and increased financial investment from government)⁶. Other research in the USA has shown respondents were more likely to express dissatisfaction with the nation's schools in general than with their own local schools specifically⁷.

2.3 Methodology

The survey covered three groups: parents, non-parents, and those aged 16-19 years in education at the time of the National Survey for Wales 2013-14. The sample for the survey was drawn from individuals that had participated in the National Survey for Wales 2013-14 and who indicated that they were willing to be re-contacted for further research.

The questionnaire included a number of sections to cover the two main research issues, including:

- A section to establish the family make-up (i.e. number and ages of children) and current use of the education system;
- A section to measure satisfaction and confidence with the education system / selected child's educational establishment; and
- A section to explore parental support.

The full questionnaire can be found at Annex B.

The research involved a total of 400 interviews, conducted by telephone, split across the three key target groups as follows:

- 247 interviews with parents (defined as someone who is responsible for at least one child aged 3-19 living in their household and in education in Wales);
- 110 interviews with non-parents; and,
- 43 interviews with 16-19 years olds in education⁸.

The fieldwork took place between 25th January and 21st February 2016. Participants in the survey were offered the opportunity to undertake the survey in Welsh or in English, depending on their preference.

At the analysis stage the data was weighted to be representative of the National Survey for Wales 2013-14 profile by: respondent type (parent, non-parent, those aged 16-19 in education), whether the respondent was a Welsh

⁶ The Structure of Public Confidence in Education' (Tom Loveless, 1997) American Journal of Education vol. 105 http://www.jstor.org/stable/1085616?seq=1#page_thumbnails_tab_contents

⁷ The Structure of Public Confidence in Education' (Tom Loveless, 1997) American Journal of Education vol. 105 http://www.jstor.org/stable/1085616?seq=1#page_thumbnails_tab_contents

⁸ Note the participants 'aged 16-19 and in education' were this age in education at the time of participating in the National Survey for Wales 2013-14.

speaker or not, whether they were satisfied/dissatisfied with the education system or their selected child's school, their socio-economic status, age, and gender.

2.4 Reporting conventions

Throughout the report unweighted base findings are shown on tables and charts to give an indication of the statistical reliability of figures.

Unless otherwise stated, all differences noted are significant to a 95 per cent confidence level from the rest of the sample. Statistical differences are affected by both the unweighted base and the percentage figure.

A low base size of 43 respondents who were aged 16-19 at the time of the National Survey took part in this research. As this group were asked questions in relation to their own education as a particular group of interest, we have compared their results against parents and non-parents, however these comparisons should only be treated as indicative and with caution due to the low base size and not as statistically significant findings.

Further details on the research approach and methodology are included in Annex A.

3. Confidence in and satisfaction with the education system

This chapter focuses on a series of questions exploring respondents' confidence and satisfaction in the education system, including:

- Confidence in the education system in Wales, and reasons for this;
- Overall satisfaction with the state of education in Wales, and reasons for this;
- Parents' satisfaction with their child's place of education; and,
- To what extent parents feel their child's place of education has met expectations.

The next chapter looks at what drives views on satisfaction and confidence, and the extent to which views on confidence and satisfaction are correlated.

Chapter summary:

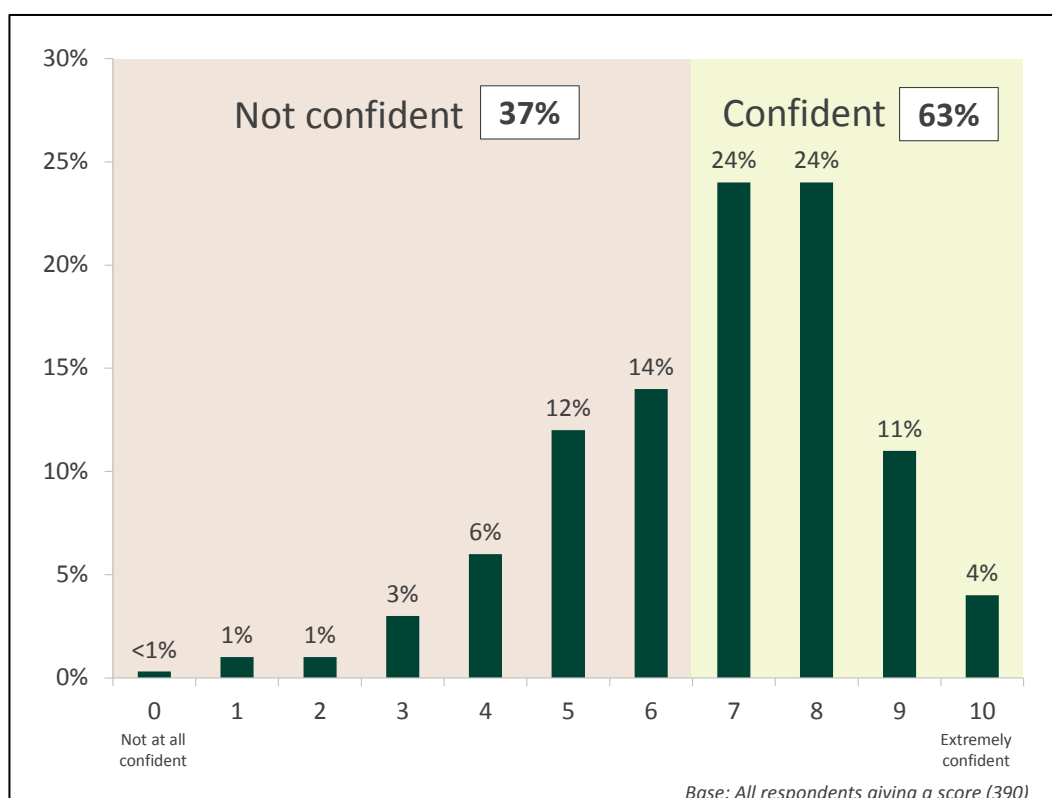
- The majority (63%) of respondents were confident in the education system in Wales (giving a score of 7-10 on a 0-10 scale)
- Slightly more (71%) rated the overall state of education in Wales as 'good'
- Confidence and overall ratings are higher for younger respondents and for parents with children in education
- Satisfaction with the child's current education was high with nine in ten (89%) satisfied, however satisfaction was lower for secondary schools (84%)
- The vast majority of parents felt their child's current education exceeded (69%) or met (22%) their expectations. For 9% it was below their expectations.

3.1 Confidence in the education system

All respondents were asked how confident they were in the education system in Wales, using a scale of 0 to 10, where 0 represents 'not at all confident' and 10 'extremely confident'. Respondents were asked to consider all aspects of the education system from nursery schools through to universities as well as adult education courses.

The results are shown in Figure 3.1, which excludes those answering 'don't know'. If respondents did not have children in education they were told "It doesn't matter if you don't currently have any children in education in Wales, we're still interested in hearing your views more generally."

Figure 3.1: Rating of confidence in the education system in Wales



Just over three-fifths (63%) of all respondents who gave a score at this question felt confident in the education system (defined as giving a score of 7-10), leaving almost two-fifths (37%) not confident (defined as a score of 0-6). The mean score rating was 6.8 out of 10.

Confidence in the education system was reported more commonly among younger respondents: three-quarters (77%) of those aged under 45 felt confident, compared with only half (54%) of those aged 45 plus (and 43% among those aged 65 plus).

Looking at the three audience types specifically and broadly linked to the previous association between age and confidence levels, confidence was highest amongst those aged 16 to 19 (79%) and lowest among non-parents (59%), while seven in ten (70%) parents were confident in the education system. Therefore the results indicate that confidence was higher amongst those with recent contact with the education system.

All audiences were asked an open question on what things they took into account when giving their confidence rating. People gave a wide variety of reasons. Among respondents who felt confident (i.e. gave a score of 7 to 10) in the education system, the most common reasons included:

- News and media influencing their response (20% of those who were confident);
- The view that high quality education is offered in Wales (19%);
- Positive experiences of the education system in Wales (13%);
- Friends and family influencing their response (11%);
- Students being offered good academic support (7%); and
- Having good communication with their child's education institution (7%).

Other responses suggested that although a positive rating had been given, the question was taken to mean why they had not given an even higher rating: 12% said they gave their score because they thought there was still room for improvement.

Amongst those who did not feel confident in the education system (i.e. those who gave a score of 0-6), the most common reasons for this view were:

- A lack of adequate academic support for students (25%) – this was more likely to be mentioned by men who did not feel confident (35%) than women who did not feel confident (17%), though there was a low base of 42 men responding to this question and this finding should be treated as indicative only;
- Low quality education being believed to be offered in Wales (15%)
- Negative experiences of the education system in Wales (14%);
- A lack of suitable resources, facilities or teachers (10%). This was more likely to be mentioned by women (16%) than men (2%);
- A perceived 'one size fits all' approach (10%);
- A perceived bias towards Welsh speakers / Welsh-speaking institutions (10%);
- The view that the education budget is not distributed evenly (8%); and
- The view that the education system does not instil discipline in students (8%).

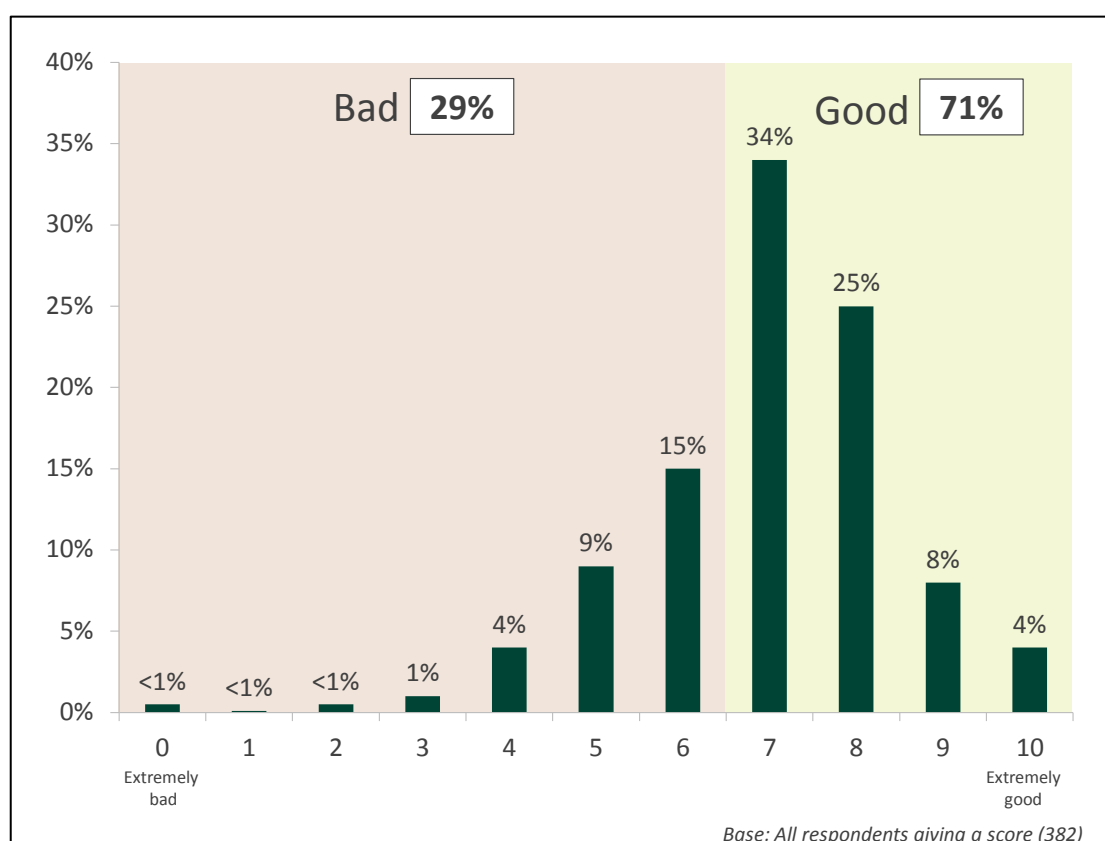
- The Welsh system compares unfavorably to that in England (7%),
- Too high a staff turnover for teachers (6%) and
- Too many schools closing or merging (5%).

Unsurprisingly, non-parents were more likely to say that external influences impacted on the score they gave (whether positive or negative); for example one in five non-parents (19%) said their confidence in the education system was influenced by the news and media (compared with only 3% of parents).

3.2 Overall views on the state of education in Wales

Respondents were asked to consider all aspects of the education system from nursery schools through to universities as well as adult education courses, and to rate their satisfaction with the overall state of education in Wales on a scale of 0 to 10, with 0 being 'extremely bad' and 10 'extremely good'. This question is identical to that used on the National Survey in 2013-14.

Figure 3.2: Rating of the overall state of education

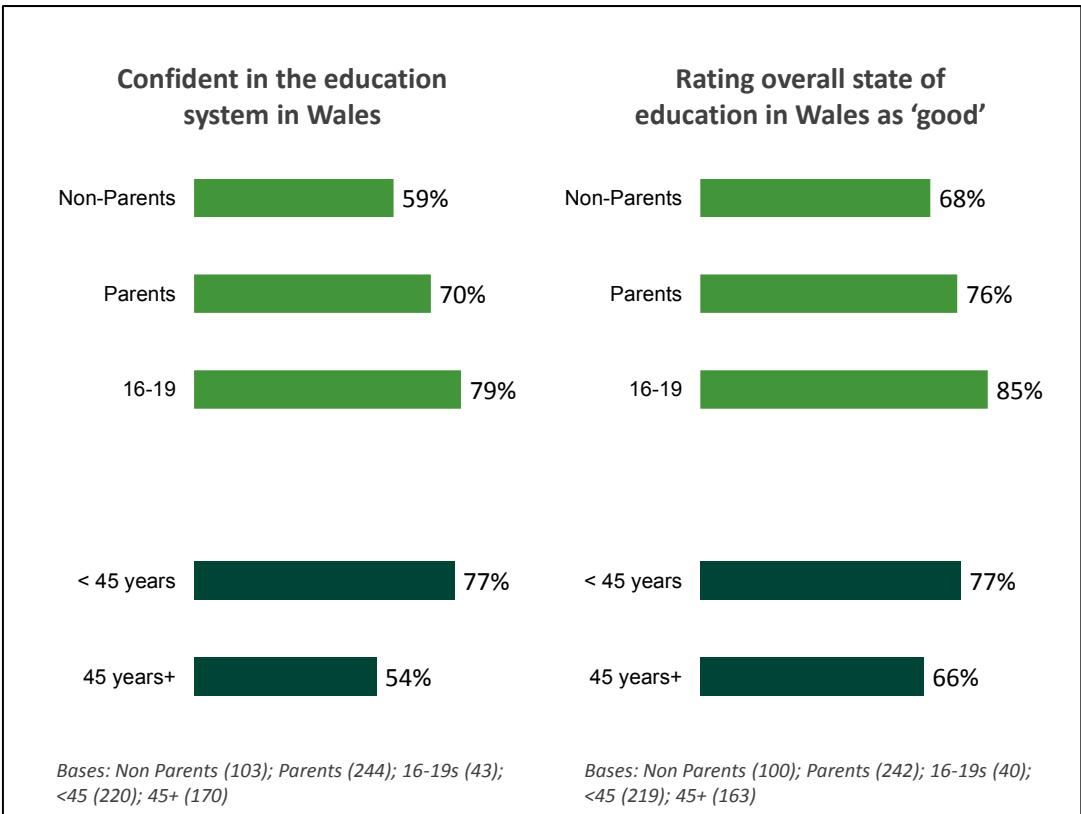


Excluding a small number answering don't know, seven in ten (71%) rated it as 'good' (7-10), leaving just under three in ten (29%) rating it as 'bad' (0-6). Respondents gave a mean satisfaction score of 7.0. This is higher than the result found in National Survey 2013-14 (6.3). This difference is not explained by the difference in the type of people who were willing to conduct the re-

contact survey, as the subset of the National Survey respondents who participated in the re-contact survey gave an average score of 6.4 in the National Survey and 7.0 in the re-contact. However this difference might be explained by the different methods used to conduct the surveys (face to face and telephone survey) or the different focus of the re-contact survey (education only) compared to the National Survey (multiple topics).

Age was a factor in how respondents perceived the state of education; over three-quarters (77%) of respondents aged under 45 gave a ‘good’ rating, falling to two-thirds (66%) of respondents aged 45 and above. This could be indicative of improvements over recent decades and that younger respondents with more recent first-hand experience of education are more positive. Equally it could reflect a ‘not as good as the old days’ view among older respondents. There were also differences by whether the respondent was a parent, non-parent, or those aged 16-19 and in education, with a similar pattern as found for confidence, as shown in Figure 3.3.

Figure 3.3: Confidence with and overall rating of education, by respondent group and age



Despite there being no significant differences in confidence in the education system by region, there were regional variations when it came to giving views on the overall state of education. Those in South East Wales were far less

likely than average to feel the state of education in Wales was 'good' (54%), with approaching half rating it as 'bad' (46%).

There were also some differences by economic status with those who were in employment at the time of the National Survey more likely than those who were economically inactive to rate the state of education in Wales as 'good' (77% and 60% respectively). In terms of qualification level, those qualified to Level 3⁹ at the time of the National Survey were most likely to rate it as 'good' (84%).

Of those who answered this question in both the National Survey and re-contact survey, half (50%) gave a higher rating in the more recent re-contact survey. This increased to nearly three-fifths (59%) among those aged 25-44 at the time of the National Survey

The remainder of those who answered the question in both surveys were split fairly evenly between giving the same rating they did in the National Survey (24%) and giving a lower rating (26%).

Longitudinally, there were differences in terms of the deprivation classification of respondents. Based on their Welsh Index of Multiple Deprivation, those considered the least deprived were more likely to give a lower rating in the re-contact survey (43%) than in the National Survey (compared with an average of 26%). Conversely, those in the middle quintile of deprivation were most likely to give a higher rating in the re-contact survey (74% vs. average of 50%).

The main reasons for giving a good rating (of 7-10) regarding the overall state of education were broadly similar to those for giving a confident rating in the education system, and included:

- High quality education being offered in Wales (13%);
- Positive experiences of the education system in Wales (12%);
- Media reports on education (11%); and
- Personal experiences of the education system in Wales (10%).

Once again, responses suggested that although a positive rating had been given, the question was taken to mean why they had not given an even higher rating: 15% said they gave their score because there was room for improvement; nine per cent said it was because there is a high turnover of teaching staff at the school; and six per cent answered as they did because of a lack of facilities.

⁹ Level 3 qualifications include GCE AS and A Levels, Welsh Baccalaureate Qualification or NVQ Level 3.

The most common reasons for giving a 'bad' rating included:

- Low quality education being offered in Wales (15%);
- A one-size-fits-all approach and lack of individuality in the education system (13%);
- Students not being prepared by the education system for the working world (12%);
- Education not being accessible / inclusive to all (10%); and
- A perception that the Welsh education system does not compare favourably with that in England (10%).

3.3 Comparisons of confidence ratings with overall ratings of education in Wales

As has been shown, results are slightly, but significantly, more positive for views on the overall state of education in Wales (71% were positive and a mean of 7.0) than for confidence (63% felt confident, a mean of 6.8). Just over half of respondents (54%) rated the state of education in Wales as 'good' and said they were confident in it. This suggests that people are more or less evenly split in terms of whether they treat confidence and overall rating of the education system the same or differently. This correlation discussed further in the next chapter but is demonstrated by the fact that some (albeit a minority of) respondents:

- Are confident in the education system in Wales but rate the overall state of education nowadays as poor (5%);
- Are not confident about the education system in Wales but still rate the overall state of education nowadays as good (11%). This view was more common among women (14%), those aged 45-64 (17%), Welsh speakers (17%) and those whose child's education has been below or met their expectations (19%).

3.4 A methodological note on the order of the confidence and rating questions

In the survey, half of respondents were asked their confidence in education in Wales before being asked to give an overall rating of education in Wales, while for half this order was reversed. This was done to explore whether the order in which these questions were asked had any bearing on the responses to the questions.

The order appeared to have no impact on overall rating of the state of education in Wales. However, reported confidence was significantly higher among those asked this after being asked for their overall rating (70%) than

before (58%). This suggests that without context or prior introduction through other questioning, respondents find confidence a slightly harder, more abstract concept than answering on the general state of education.

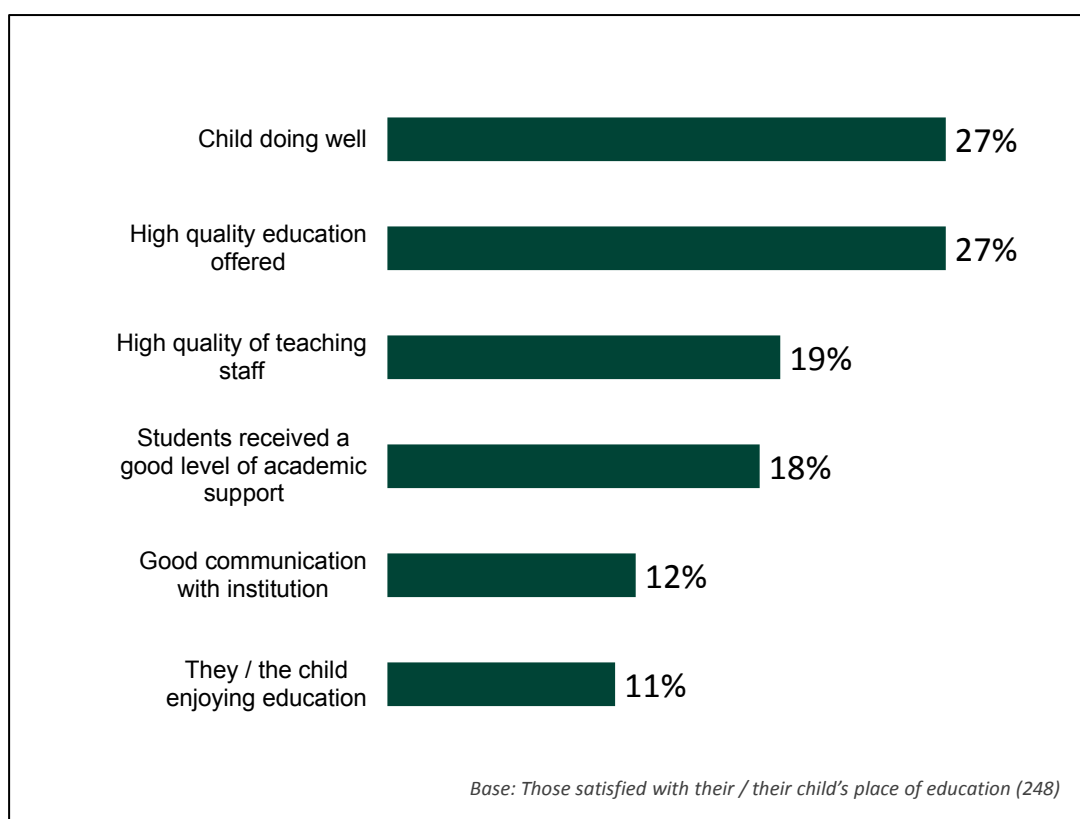
3.5 Satisfaction with their / their child's current education

Parents of children in education in Wales along with respondents aged 16-19 in education were asked how satisfied they were with their child's or their own education. Satisfaction was high with nine in ten (89%) either very (51%) or fairly (39%) satisfied. There were no significant differences between parents and 16-19s in education, nor by age. However, parents in the South West and Mid Wales region were less likely to be satisfied (80%) than average.

Satisfaction was also lower in cases where the child attended secondary school (84%; the comparative figures for nursery were 100% and for primary 93%), though this was at the same level as for the National Survey 2013-14 (85%). Similarly, there was no change in the proportion satisfied with primary schools (94% vs 92% in National Survey 2013-14).

The most common reason given for satisfaction with their own / their child's place of education was a general sense that they/their child was doing well there (27%), a high quality education being offered (27%), the quality of the teaching staff (19%), and good academic support (18%). The other main reasons (mentioned by more than 10% of respondents) are shown in Figure 3.4.

Figure 3.4: Reasons why satisfied with own/child's education



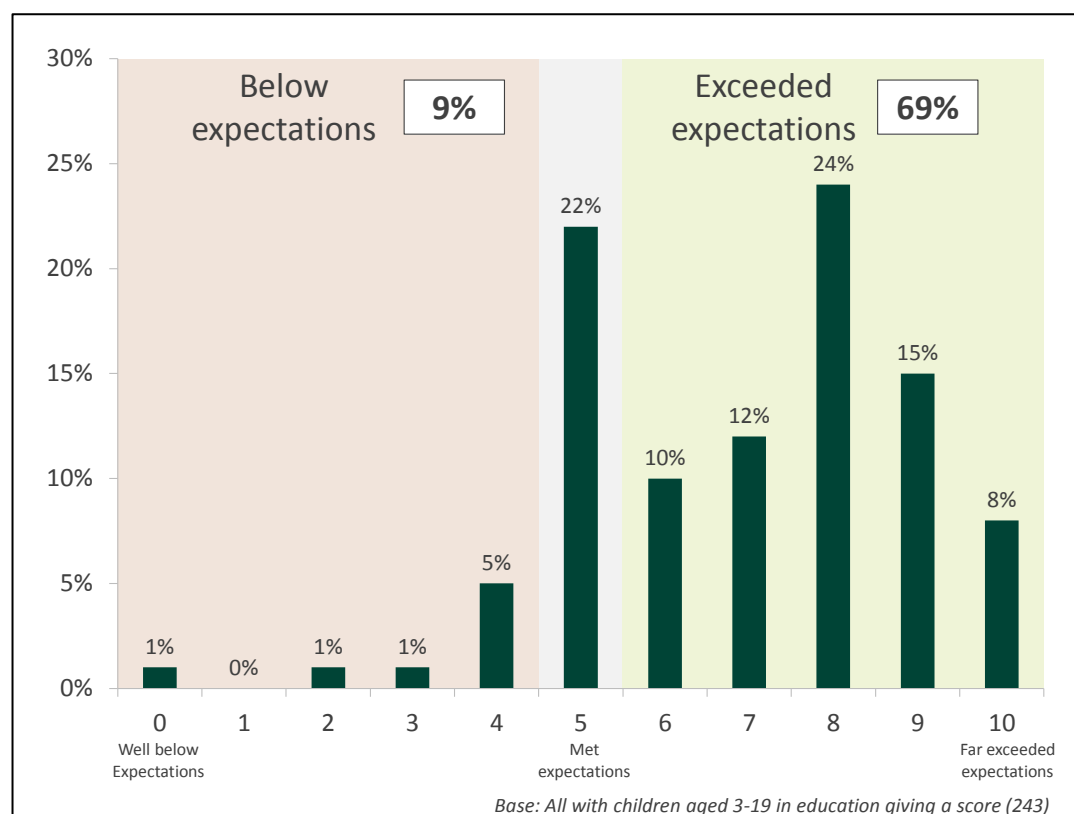
With only 18 respondents reporting being dissatisfied with their / their child's place of education, it is not possible to conduct robust analysis of the main reasons for dissatisfaction. The most common reasons mentioned however was a lack of adequate support for students (8 mentions), the education system not instilling discipline in students (6 mentions), and the low quality of education on offer (5 mentions).

3.6 How child's current education has compared to expectations

Parents of children in the education system in Wales were asked the extent to which their child's education was meeting their expectations, on a scale of 0 to 10, where 0 was 'well below expectations', 5 was 'met expectations' and 10 was 'far exceeded expectations'. Results are positive: seven in ten (69%) felt their child's current education exceeded their expectations (i.e. they gave a score of 6-10); one fifth (22%) said it had met their expectations. Nine per cent felt it was below their expectations (0-4). The overall mean score was 6.9.

Parents in South West and Mid Wales (19%) and those whose child attended secondary school (13%) were more likely to feel that their child's current education was below expectations.

Figure 3.5: Extent to which child's place of education has met expectations



3.7 Views on education in Wales

Respondents were read a list of statements about education in Wales and asked to what extent they agreed or disagreed with each. Results are summarised in Table 3.1 separately for parents, non-parents and those aged 16-19 in education, and ranked in descending mean score order for parents. These questions were asked on this survey mainly as a tool for the key driver analysis discussed in the next chapter which examines the main factors that determine the overall rating and confidence in education in Wales and whether these are similar or not. For this reason we simply present in Table 3.1 mean score results (where 0 represents completely disagree, 10 completely agree) to show the overall results.

Respondents were most likely to agree that children are safe in their learning environment, with a mean rating of 8.9 amongst parents, 8.0 amongst non-parents, and 9.0 amongst those aged 16-19 in education.

Both non-parents (mean rating of 6.5) and parents (mean rating of 7.3) were least likely to agree that the standard of education in Wales is always improving (this was not asked of the aged 16-19 group).

Table 3.1: Agreement with statements on education in Wales: mean scores (0-10) by respondent group

	Parents	Non-parents	Aged 16-19
<i>Base sizes vary by individual statement but minimum and maximum shown</i>	<i>216-246</i>	<i>88-102</i>	<i>42-43</i>
Children are safe in their learning environment	8.9	8.0	9.0
Children are developed into well-rounded individuals	8.7	6.9	8.5
You / your child has access to appropriate equipment in their place of learning	8.7	N/A	8.1
You / your child is happy at their place of education	8.6	N/A	8.6
You / your child is encouraged to be the best they can be	8.5	N/A	7.9
Children are taught the basics well	8.5	6.9	8.6
Your / your child's educational buildings, classrooms and grounds provide a suitable learning environment	8.3	N/A	7.8
Teaching is of a high standard	8.1	6.8	8.1
Schools and colleges prepare learners well for their next stage of education or training	8.1	6.8	7.5
My child's place of education keeps me well informed about their progress	8.1	N/A	N/A
My child's place of education is well led and managed	8.0	N/A	N/A
My child received appropriate homework for their age	7.7	N/A	N/A
The standard of education in Wales is constantly improving	7.3	6.5	N/A

Note that the results exclude respondents who answered 'don't know' at each statement. Because of lack of contact with the education system, non-parents were more likely to give this response as shown in Table 3.2.

Table 3.2: Proportion of ‘don’t know’ responses amongst key audience groups

	Non- parents (%)	Parents (%)	Aged 16- 19 (%)
<i>Base size</i>	<i>110</i>	<i>247</i>	<i>43</i>
Children are safe in their learning environment	8	<1	0
Children are developed into well-rounded individuals	6	1	0
Children are taught the basics well	10	1	0
Teaching is of a high standard	13	4	0
Schools and colleges prepare learners well for their next stage of education or training	14	4	2
The standard of education in Wales is constantly improving	17	13	N/A

There were various differences by subgroup in terms of the proportion of respondents agreeing with each statement (i.e. those giving a score of 7 to 10).

Those who rated the state of education in Wales as ‘good’ or who were confident in education in Wales, were always more likely to agree with the statements.

Those in managerial and professional occupations at the time of the National Survey were more likely to agree that:

- Teaching is of a high standard (82%, compared with an average of 73%)
- Children are taught the basics well (80%, compared with an average of 72%); and that,
- Children are developed into well-rounded individuals (78%, compared with an average of 71%).

There were also differences by qualification levels of parents. Those who had achieved National Qualification Framework Levels 4-8 were more likely to agree that children are developed into well-rounded individuals within the education system in Wales (79%), however, they were less likely to agree that the standard of education in Wales is constantly improving (56%).

A particular area of interest for this study is how views on education vary according to the language the child is educated in¹⁰. Due to a low base size of parents of children who were educated mostly in Welsh (38 respondents), it is not possible to make statistically robust conclusions about the different attitudes between these parents and those with children educated mostly in English. Nevertheless the findings at least indicate a general trend that parents of children being educated in the Welsh language have more positive perceptions of education in Wales.

At an overall level, parents of children educated mostly in English were found to be less likely than average to agree that children are developed into well-rounded individuals (88%), that children are taught the basics well at school (85%) and that schools and colleges prepare learners well for their next stage of education or training.

In contrast, parents of children being educated bilingually were more likely than average to agree with each of these statements, as shown in Table 3.3, and were also more likely to agree that their child is encouraged to be the best they can be (96%), that teaching is of a high standard (89%) and that the standard of education in Wales is constantly improving (82%).

¹⁰ Parents were not asked for the name or language classification of the school, but were asked in which language their child was educated in mostly. Therefore, for example, a child attending a bilingual school, and educated mostly in Welsh, may have been categorised as being educated in 'Welsh' and not in 'both' languages.

Table 3.3: Proportion agreeing with each statement on education in Wales, by language taught in school

		Language of education		
	All parents	English	Welsh	Both/ Bilingual
<i>Base sizes vary by individual statement but minimum and maximum shown</i>	<i>211-241</i>	<i>121-138</i>	<i>33-38</i>	<i>57-65</i>
Children are safe in their learning environment	94	93	96	95
Children are developed into well-rounded individuals	92	88*	98	96*
You / your child has access to appropriate equipment in their place of learning	93	91	97	96
You / your child is happy at their place of education	87	88	92	87
You / your child is encouraged to be the best they can be	88	86	90	96*
Children are taught the basics well	88	85*	96	94*
Your / your child's educational buildings, classrooms and grounds provide a suitable learning environment	86	83	89	90
Teaching is of a high standard	73	76	96	89*
Schools and colleges prepare learners well for their next stage of education or training	81	79*	94	83*
My child's place of education keeps me well informed about their progress	81	79	88	85
My child's place of education is well led and managed	83	81	92	85
My child received appropriate homework for their age	77	75	84	76
The standard of education in Wales is constantly improving	73	67	86	82*
** denotes these findings are significantly different to the rest of the sample				

4. Key drivers of confidence and ratings of education in Wales, and the relationship between the two

A key objective of this research study was to identify the best method to measure confidence in the education system and understand how results in confidence might differ from existing questions asking for overall views about the state of education in Wales nowadays.

Therefore a series of statistical analyses were conducted on the dataset to understand at an overall level, the relationship between confidence in and overall rating of the education system and within each of the three audience types (parents, non-parents, and those aged 16-19 and in education), the key drivers of these two measures.

Chapter Summary:

- Confidence in the education system in Wales and overall rating of the state of education ('satisfaction') in Wales are moderately correlated but the two variables do not measure the same thing (how someone answers one does not simply determine how they answer the other). These factors are correlated to an even lesser degree with satisfaction with current / most recent place of education.
- Within the three audience types, the main driver of confidence in the education system was also the main driver of overall views on the state of the education system in Wales. However, while there was overlap in other drivers of the two measures within each audience type, these impacted to differing extents on confidence and satisfaction.
- The key driver of confidence and overall opinion on the state of education in Wales was the same for non-parents and 16-19 year olds (Teaching is of a high standard) but different for parents (The standard of education in Wales is constantly improving).

4.1 The relationship between confidence and overall views of the state of the education system and satisfaction with (child's) place of education

Statistical analysis was run to understand how closely related the three key metrics of confidence in the Welsh system (question B1 in the questionnaire – see Annex B), overall views on the state of the Welsh system (B4) and satisfaction with (child's) place of education (B6) are.

The correlation coefficient ranges from between -1 and +1 and quantifies the direction and strength of the linear association between variables. A correlation coefficient can be positive (higher levels of one metric are associated with higher levels of another) or negative (higher levels of one metric are associated with lower levels of another). The value of the correlation coefficient indicates how strongly related the variables are, as follows:

- 0.8+ very high / they are measuring almost the same thing
- 0.7-<0.8 high
- 0.5-<0.7 moderate
- 0.3-<0.5 low
- <0.3 very low.

The table overleaf shows that confidence (B1) and overall views on the state of the education system (B4) are the most strongly associated, but that this is to a moderate level only. This suggests they are not measuring the same thing, i.e. that one is not a proxy for the other.

The strength of relationship between satisfaction (B6) and the other two factors is lower. Again this suggests that people perceive these to be asking about different things. This issue is further discussed below by looking at the key driver analysis.

Table 4.1: Correlation analysis

	B1: Confidence in the education system in Wales	B4: Overall views about the state of education in Wales nowadays	B6: Satisfaction with (child's) current / most recent place of education
B1: Confidence in the education system in Wales	1	0.66	0.49
B4: Overall views about the state of education in Wales nowadays	0.66	1	0.42
B6: Satisfaction with (child's) current / most recent place of education	0.49	0.42	1

4.2 Key drivers of confidence in and overall views of the state of education in Wales

The analysis presented in this section is based on multivariate techniques, specifically Correlated Components Regression (CCR) analysis to rank various statements about education in Wales in order of importance or influence on overall levels of satisfaction and rating.

The statements included in the analysis are listed in Table 4.2. The table also shows which statements were asked to each audience type - parents were asked most statements (13), 16-19 year olds in education were asked nine and non-parents, the fewest (six). Each statement (predictor) was tested against the following two overall measures (or models);

- Confidence in the education system in Wales (B1), and
- The state of education overall in Wales nowadays (B4).

These two models were selected on the basis that they were more strongly associated with each other than with B6 and because they used comparable answer scales (0-10 rating).

Table 4.2: Statements used for key driver analysis

	Non-parents	Parents	16-19
'Children are taught the basics well'	✓	✓	✓
'Children are developed into well-rounded individuals'	✓	✓	✓
'Children are safe in their learning environment'	✓	✓	✓
'Teaching is of a high standard'	✓	✓	✓
'Your / your child's educational buildings, classrooms and grounds provide a suitable learning environment'		✓	✓
'You / your child has access to appropriate equipment in their place of learning'		✓	✓
'Schools and colleges prepare learners well for their next stage of education or training'	✓	✓	✓
'The standard of education in Wales is constantly improving'	✓	✓	
'My child's place of education is well led and managed'		✓	
'My child's place of education keeps me well informed about their progress'		✓	
'You / your child is happy at their place of education'		✓	✓
'You / your child is encouraged to be the best they can be'		✓	✓
'My child received appropriate homework for their age'		✓	

The following tables present the key drivers analysis of confidence (the model) for each of the three audiences. Within each model, statements (predictors) are ranked according to their importance - how much they contribute to variance in the overall measure of confidence¹¹. The importance score is the key metric that should be used when reading these tables.

¹¹ This is measured by the contribution of each predictor to CV R-squared. A value of 40% - 60% is considered good/very good. It is the nature of models that CV R-squared is rarely higher than this as the models are only approximations.

The correlation column shows the strength of the impact each statement has on overall levels of confidence. The correlation coefficient is generally a value between 0 and 1 with stronger relationships being closer to 1.

The Effect column - the standardised effect - indicates the relative effect of the predictor on the outcome. Like correlation, the higher the value, the larger the effect.

Non-Parents

Table 4.3: Key drivers of confidence in the education system among non-parents

Statements on education in Wales R-sq CV¹²: 40.1%	Effect	Correlation	Importance
B3-4: Teaching is of a high standard	0.1928	0.5793	27%
B3-2: Children are developed into well-rounded individuals	0.1720	0.5166	22%
B3-11: The standard of education in Wales is constantly improving	0.1717	0.5157	22%
B3-8: Schools and colleges prepare learners well for their next stage of education or training	0.1534	0.4609	17%
B3-1: Children are taught the 'basics' well	0.1250	0.3756	12%

¹² See page 46 in Annex A for more information about CV R-squared.

Table 4.4: Key drivers of overall opinions about the state of the education system among non-parents

Statements on education in Wales R-sq CV: 43.6%	Effect	Correlation	Importance
B3-4: Teaching is of a high standard	0.2023	0.5799	25%
B3-8: Schools and colleges prepare learners well for their next stage of education or training	0.1928	0.5526	22%
B3-2: Children are developed into well-rounded individuals	0.1848	0.5298	20%
B3-11: The standard of education in Wales is constantly improving	0.1817	0.5207	20%
B3-3: Children are safe in their learning environment	0.1474	0.4225	13%

Five of the six statements asked to non-parents were found to drive confidence in and overall opinion about the state of the education system in Wales.

Among non-parents, whether teaching is of a high standard was the most influential factor in driving both confidence and overall opinion of the state of the education system.

However, there were some differences beneath this with different factors explaining / driving answers on the two measures to different extents. For example, the statement 'Children are safe in their learning environment' was not found to influence confidence but did impact (to limited extent) on non-parents' overall opinion of the state of the education system. Similarly, whereas 'Children are taught the 'basics' well' was found not to drive opinion on the overall state of education in Wales, it was found to contribute to overall confidence (albeit to a relatively low degree).

Parents

Just three of the 13 statements asked to parents were found to impact on the overall level of confidence in the education system among this group and just two impacted on overall opinions about the state of the education system.

Table 4.5: Key drivers of confidence in the education system among parents

Statements on education in Wales R-sq CV: 42.8%	Effect	Correlation	Importance
B3-11: The standard of education in Wales is constantly improving	0.4126	0.6399	57%
B3-1: Your child has been taught the 'basics' well	0.2033	0.5638	25%
B3-14: Your child is happy at their place of education	0.1610	0.5028	18%

Table 4.6: Key drivers of overall opinions about the state of the education system among parents

Statements on education in Wales R-sq CV: 51.5%	Effect	Correlation	Importance
B3-11: The standard of education in Wales is constantly improving	0.4296	0.7156	58%
B3-1: Your child has been taught the 'basics' well	0.3679	0.6129	42%

Among parents the statement 'The standard of education in Wales is constantly improving' was the main key driver of both confidence and overall opinion of the state of the education system. The statement 'Your child has been taught the basics well' was also found to be a key contributor to both measures.

'Your child is happy at their place of education' was found to drive overall confidence among parents but not their overall opinion about the state of the education system in Wales.

16-19 year olds

Just one factor impacted on both confidence and overall opinions among 16-19s in education and this was 'Teaching I am or have received has been of a high standard'. This driver accounted for slightly more variance in overall opinion than it did for confidence (43.4% compared to 40.1%).

Table 4.7: Key drivers of confidence in the education system among 16-19 year olds

Statements on education in Wales R-sq CV: 40.1%	Effect	Correlation	Importance
B3-4: Teaching I am or have received has been of a high standard	0.6866	0.6866	100%

Table 4.8: Key drivers of overall opinions about the state of the education system among 16-19 year olds

Statements on education in Wales R-sq CV: 43.4%	Effect	Correlation	Importance
B3-4: Teaching I am or have received has been of a high standard	0.7158	0.7158	100%

This analysis shows that *within* each of the three audiences the most influential driver (i.e. the statement with the highest importance score) for confidence and overall ratings of education in Wales are the same, with some variation shown when you dig further down. However, there is a discrepancy in what drives confidence and overall opinion *across* the three audiences with high teaching standards predominating among non-parents and 16-19 year olds and the standard of education in Wales constantly improving being the key factor among parents.

5. Parental support

This chapter focuses on parental support and covers such issues as who has the main responsibility for a child's education (the parent or the school) and what support, if any, parents need in order to be able to assist their child better with their education and learning. As with earlier sections of the report, where a participant had more than one child the questions were asked in relation to a randomly-selected child aged 3 to 19¹³. Parents who only had children attending a higher education institution were not asked these questions as they were unlikely to have direct involvement in supporting their child's education.

Chapter Summary:

- Most parents felt they had at least joint responsibility for their child's education, though around a quarter (23%) thought this was wholly or mainly the school's responsibility
- The vast majority (95%) of parents felt involved in their child's learning and development, though many have a desire to be more involved than they are currently (52%)
- Almost nine in ten parents (88%) were confident about where to go if they needed information or guidance to help with supporting their child, and most had used sources of information, advice and guidance (80%).
- The vast majority of parents felt confident in their ability to support their child's learning and development (94%) and / or felt their child receives enough support at home (94%).
- The main barriers to providing more support at home were time (42%), their child not wanting (more) support (12%) and information or guidance not being (believed to be) available on how to support their child (8%).

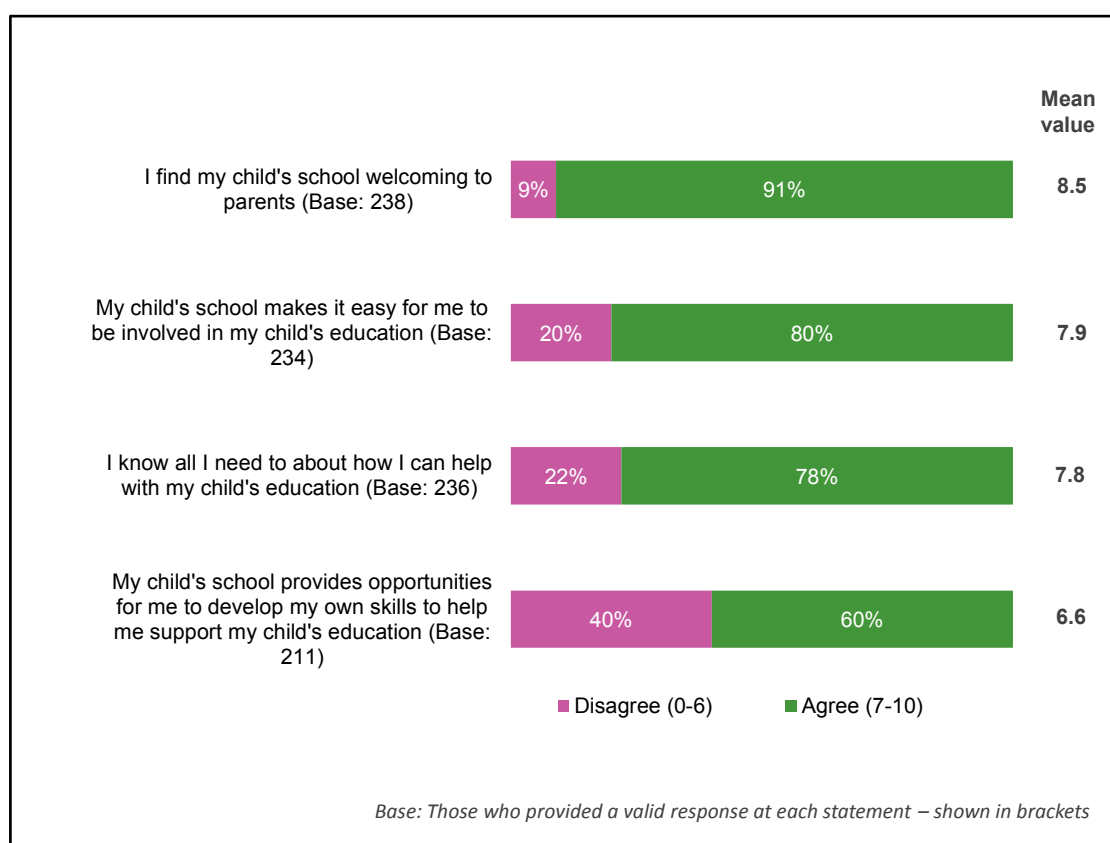
¹³ To ensure a random child was selected an algorithm was built into the telephone survey script which assigned each child aged 3-19 and in education in the household a number and then randomly selected one of these numbers for each respondent.

5.1 Parents and education

Most parents felt that responsibility for their children's education is equally shared between parents and schools (62%). Of the remainder, slightly more thought it is wholly or mainly the school's responsibility (23%) than thought it the parent's (15%; just 1% thought it was wholly the parent's responsibility).

Parents were asked their agreement with a series of statements about parents and education. Results are shown in Figure 5.1, which shows the percentage agreeing with each statement (taken to be a rating of 7-10 on a 0-10 scale) and those disagreeing (a score of 0-6). Figures are based on those providing an answer, i.e. they exclude those giving a 'don't know' response. A mean score is also shown.

Figure 5.1: Agreement with statements about parents and education



The vast majority of parents reported that they find their child's school welcoming to parents (91% agreed). Four-fifths described their child's school as making it easy for the parent to be involved in their child's education (80% agreed) and felt that they knew all they need to about how to help with their child's education (78% agreed). Views were more split as to whether their

child's school provides opportunities for the parent to develop their own skills to help support their child's education (60% agreed, 40% disagreed)¹⁴.

Parents of children attending primary school gave a higher overall mean rating for each of the statements than parents of children attending secondary school.

As can be seen in Table 5.1, those rating education overall in Wales as good and those confident about education in Wales were more positive on each of the four measures. This shows that there is a clear association between parents' personal experiences of their child(ren)'s education and their overall perceptions of the state of education in Wales and their confidence in the education system.

Table 5.1: Proportion agreeing with statements about parents and education in Wales: comparison by confidence in and rating of the overall state of the education system

	Overall state of education in Wales		Confidence in the education system in Wales	
	Good	Bad	Confident	Not confident
I find my child's school welcoming to parents	95%	75%	96%	77%
My child's school makes it easy for me to be involved in my child's education	88%	55%	89%	59%
I know all I need to about how I can help with my child's education	89%	45%	88%	54%
My child's school provides opportunities for me to develop my own skills to help me support my child's education	70%	36%	72%	35%

Welsh speaking parents were more likely than those who were non-Welsh speaking to agree with the statements 'My child's school makes it easy for me to be involved in my child's education' (93% compared to 77%) and 'I know all I need to about how I can help with my child's education' (92% compared to 74%).

¹⁴ A particularly high proportion of parents gave a 'don't know' response to this statement (12%). For the other statements 2% or fewer said 'don't know'.

Similarly, parents of children who were educated through the medium of Welsh, a low base of 38 respondents, were more likely than those educated in English or bilingually to agree that:

- The school is welcoming to parents (100% compared to 87%);
- The school makes it easy to be involved in their child's education (91% compared to 76%); and
- They knew all they need to about how they can help with their child's education (92% compared to 74%)

5.2 Parent's personal involvement in child's learning

Parents were asked who has most involvement with their child's learning and development. Approaching half of parents (44%) responded that they personally had most involvement (rising to 62% among women, compared with 21% among men), a fifth (20%) said that a partner/other parent had this role, leaving around a third (34%) saying this was shared equally. Parents of children attending primary school were more likely to report sharing involvement equally (45%) than parents of children attending secondary school (28%).

The vast majority (95%) of parents participating in the survey felt involved in their child's learning and development, with this fairly evenly split between those feeling 'very involved' (40%) and those 'fairly involved' (54%). Women were more likely than men to feel very involved (49% compared to 30%; most male parents (64%) felt 'fairly involved').

Those who were confident in the education system in Wales were more likely than those who were not to report being involved in their child's learning and development (98% compared to 87%). However, this research does not establish a causal link between a parents' level of involvement in their child's learning and their confidence in the education system and there is no evidence to suggest that a lack of confidence in the education system leads to lower than average levels of involvement in a child's learning and development.

Over half (52%) of parents participating in the survey would like to be more involved in their child's learning, though this was higher amongst parents of children attending primary school (61%) than secondary school (41%). All who were not involved in their child's learning and development currently (a low base of 13 respondents) wanted to be more involved.

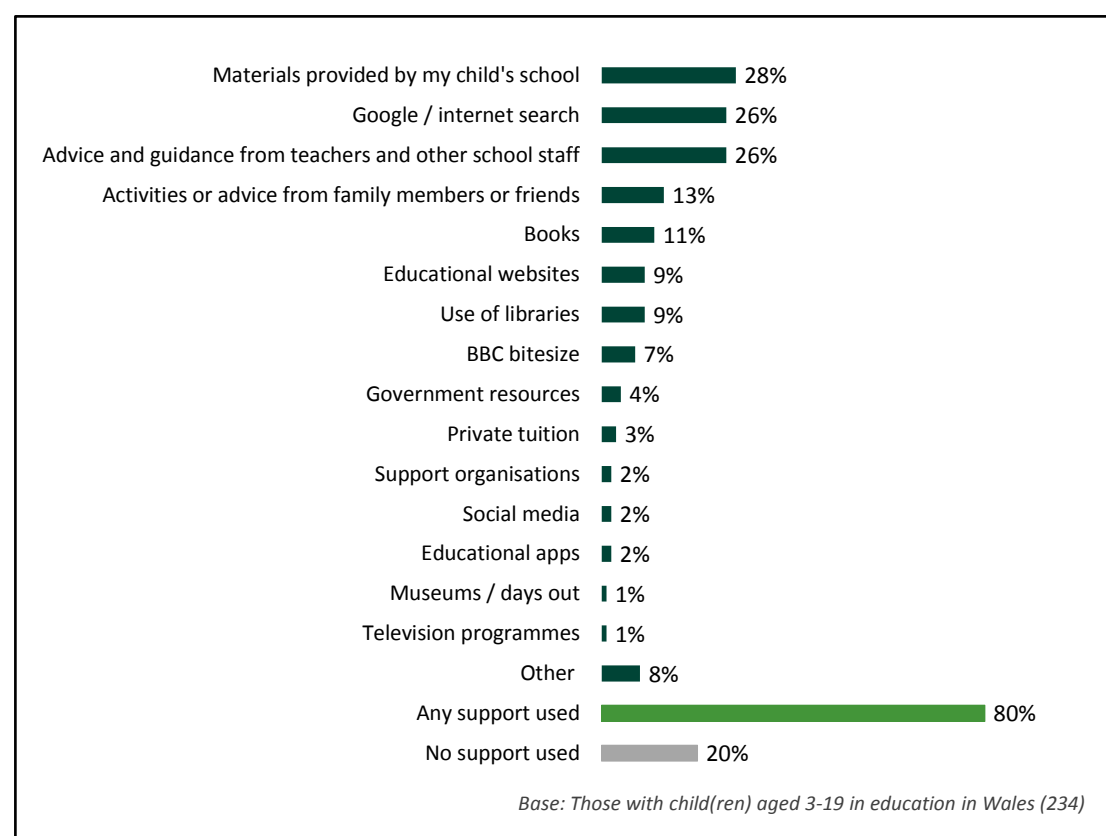
The proportion wanting to be more involved was higher among those who were not confident about where to get information, advice or guidance about how to support their child's learning and development (85%). This suggests that improved information, advice or guidance (or signposting of this) could lead to increased parental involvement. Sources of information, advice and guidance are discussed in the next section.

5.3 Sources of information, advice and guidance for supporting child's learning and the home learning environment

The majority of parents (88%) were confident about where to go if they needed information, advice or guidance in how to support child's learning and development, with 43% 'very confident' and 46% 'fairly confident'.

Most parents had used sources of information, advice and guidance to help with supporting their child (80%). As shown in Figure 5.2, this was most commonly: materials provided by their child's school (28% of parents), internet search (26%), advice and guidance from teachers and other staff (26%), activities or advice from family members or friends (13%) and books (11%). One fifth (20%) of parents surveyed reported that they had not used any sources of information, advice or guidance in supporting their child.

Figure 5.2: Sources of information, advice and guidance



Women were more likely than men to have used advice and guidance from teachers and other school staff (32% compared to 17%). Men were more likely than women not to have used any sources of information, advice or guidance (28% compared to 14%).

Parents of children attending primary school were also more likely to have used advice and guidance from teachers and other school staff (33%) than parents of children attending secondary school (21%).

5.4 Additional support needs for parents and confidence in ability to support their child

Two-fifths (41%) of parents wanted additional support with their home learning activities. These parents were most likely to want information about the curriculum (28% of such parents), better communication from the school (21%), information on relevant books/online resources (19%) and more guidance on how parents can help with specific activities (12%).

Within the last 12 months, 13% of parents in the survey reported that their child had received help or support from a private tutor, with this more likely amongst parents of secondary school children (18%) than parents of children attending primary school (6%).

The vast majority of parents (94%) felt confident in their ability to support their child's learning and development (with 45% 'very confident'), and most (94%) felt their child receives enough support at home.

Predictably, those who were not confident about where to go to get information, advice or guidance in how to support their child's learning and development were also less likely than average to be confident in their ability to support their child's learning and development (76%) and / or to feel that their child receives enough support in their learning and development at home (76%).

Four-fifths (79%) of parents feel there are barriers to giving their child more support at home. The most common barriers were a lack of time (42% of all parents), their child not wanting help and support (12%), and there not being enough information, advice and guidance on how to support their child (8%).

Parents of children attending secondary school were more likely to say that their child does not want any help or support (15%) or there is not enough information, advice and guidance on how to support their child (13%) than parents of children attending primary school (5% and 3% respectively).

6. Conclusions

6.1 Measuring confidence in education

Analysis has shown that confidence in the education system in Wales is moderately correlated with overall views about the state of education in Wales nowadays, but that these two variables do not measure the same thing (indeed 11% rated the state of education in Wales as 'good' but were not confident in the education system, while 5% were confident in the education system in Wales but rated the state of education as 'bad'). Furthermore, satisfaction with their own or their child's place of education was found to be even less strongly associated with either confidence in the education system or overall views on the state of education in Wales.

We therefore recommend that to measure confidence in the education system a specific question on confidence is needed.

The wide distribution of responses to the questions on confidence and 'overall views' suggests these questions are fit for purpose in that the full range of the scale (0-10) was used without notable floor or ceiling effects.

The confidence question used was *"On a scale of 0 to ten, where 0 is not at all confident and 10 is extremely confident, how confident are you in the education system in Wales?"*. It is worth noting 4% of respondents answered 'don't know'; this is not atypical for such a question (indeed 6% of respondents answered 'don't know' to the question on rating education in Wales nowadays, which is currently used on the National Survey for Wales). For the question on satisfaction with own / child's place of education only one per cent of respondents gave a 'don't know' response (this compared to less than one per cent in the National Survey when parents were asked this question separately in relation to primary and secondary schools).

We think it useful though for non-parents (as on the current survey) to be told before this question that "It doesn't matter if you don't currently have any children in education in Wales, we're still interested in hearing your views more generally."

Statistical analysis shows that within each audience type (parents, non-parents and 16-19 year olds in Further Education) the main driver of confidence is also the main driver of overall views of the education system. However underneath this, each audience affords different levels of importance to different factors when answering about confidence and their overall views.

This demonstrates that what determines confidence is not an exact match for what determines satisfaction and as such one of these measures cannot be used as a proxy for the other.

Results suggest there may be an order effect with these questions. Half of respondents were asked about confidence before overall ratings, and half the reverse. The order appeared to have no impact on overall rating of the state of education in Wales. However, confidence was significantly higher among those asked this after being asked for their overall rating on education in Wales (70%) than those asked confidence first (58%). This shows that with context and prior questioning on specific aspects of education, respondents are more inclined to give a higher confidence score overall, but not necessarily a more positive overall rating on education in Wales. Confidence may be a more abstract concept for respondents to grasp than overall rating on education, and there may be value in conducting further work in this area to explore how individuals perceive these two measures.

6.2 Views on education over time

This research provided the opportunity for longitudinal analysis given that it followed up a subset of participants of the National Survey 2013-14. Amongst those giving a score on both surveys (i.e. excluding anyone saying don't know on either), half (50%) gave a higher score for the state of overall education question in the re-contact survey than they did in the National Survey and the overall mean score for these respondents was therefore higher in the re-contact survey (7.0, compared with 6.4 in the National Survey).

6.3 Support required by parents

Views among parents on whether their child's school provides them with the opportunity to help them develop their own skills in helping them support their child's education were relatively mixed. Given that around half of parents would like to be more involved in their child's learning and development, there is an onus on schools to better support parents in their child's development, increasingly so at primary level. This role of the school is especially highlighted by the types of additional support parents would like, commonly, information about the curriculum and better communication from the school in general.

Although the majority of parents are confident about where to get information or guidance about how to support their child, the research revealed that it is those parents who are not (who are also less confident in their ability to support their child) who are more likely to want to be more involved in their child's development. Therefore, more / better signposting of relevant support is required to be able to help these parents.

7. Annex A: Technical Annex

7.1 Sampling and weighting

The sample was supplied by the Welsh Government. The sample was comprised of people who stated that they were willing to be re-contacted for further research in the National Survey for Wales 2013-14.

The starting sampling frame included 9,373 National Survey respondents were willing to be re-contacted.

Within the starting sampling frame there were 133 16-19 year olds in education at the time of the National Survey for Wales 2013-14: all 133 were included within the survey. The target number of interviews with parents was 250 interviews, for which 1,000 records were drawn. For non-parents the target number of interviews was 150 interviews, and 600 records were drawn at random.

Rather than a pure random sample of parents and non-parents being drawn, the sample of parents and non-parents was stratified by whether the respondent was a Welsh speaker or not, and by whether they were satisfied or not with the education system overall and/or, where a parent, with their child's school. The aim was to over represent in the sample those who were dissatisfied and those who were Welsh speakers to ensure there were enough responses available for analysis of these groups. With these strata, on agreeing a target number of Welsh speakers and those dissatisfied to interview, sample was then drawn at random.

Table 7.1 overleaf shows the overall response rate for the recontact survey was 63%.

Table 7.1: Overall response outcome

Final outcome	N	Population in scope of fieldwork %	Complete Contacts %
Total sample loaded	1734	-	-
Unusable sample (e.g. unobtainable numbers, not available during fieldwork, etc.)	324	-	-
Population in scope of fieldwork	1410	100%	-
General callbacks and appointments	776	55%	-
Complete contacts	634	45%	100%
Refusals	234	17%	37%
Completed interviews (response rate)	400	28%	63%

At the analysis stage the data for each of the target groups was weighted to ensure they were representative of the total responses within the National Survey for Wales 2013-14 (i.e. not just of those who agreed to be re-contacted). This weighting was undertaken on the following variables: Welsh speaker or not, satisfied/dissatisfied with the Welsh Education system or their selected child's school, socio-economic status, age and gender.

7.2 Interviewing in Welsh

The research allowed respondents to participate in the language of their choice. Those who had originally completed the National Survey in Welsh or indicated in the National Survey that they were fluent or spoke some Welsh were identified prior to the beginning of fieldwork and these respondents were called by Welsh-speaking interviewers, and the interviewers initially mirrored the language used by the person picking up the phone, reflecting the fact that some household members might not be Welsh speakers.

All respondents were given the option of continuing the survey in Welsh or English. If the interviewer was able to proceed in the language chosen by the respondent, the interview would go ahead immediately; if a respondent requested to speak in Welsh while speaking to an English speaking

interviewer, the respondent was informed they would be called back by a Welsh speaking interviewer within the next few days.

A total of three interviews were completed in Welsh.

7.3 Statistical analysis approach

All differences noted are significant to a 95 per cent confidence level from the rest of the sample. Statistical differences are affected by both the unweighted base and the percentage figure.

A low base size of 43 respondents who were aged 16-19 at the time of the National Survey took part in the survey. This group were asked questions in relation to their own education as a particular group of interest we have compared their results against parents and non-parents, though these comparisons should only be treated as indicative rather than as statistically significant findings.

Correlation analysis was undertaken to quantify the direction and strength of the linear relationship between:

- Confidence in the education system in Wales (question B1);
- Overall views about the state of education in Wales (B4);
- Satisfaction with child's current / most recent place of education (B6).

All don't know / no opinion responses were treated as missing. Pairwise deletion was used in the correlation analysis which means that the correlation for any "pair" of variables excluded cases that were missing on either of them.

The value of the correlation coefficient indicates how strongly related the variables are, as follows:

- 0.8+ very high / they are measuring almost the same thing
- 0.7-<0.8 high
- 0.5-<0.7 moderate
- 0.3-<0.5 low
- <0.3 very low.

In addition, Correlated Component Regression (CCR) was undertaken to establish key drivers of confidence in and opinions about the state of the education system.¹⁵

The CCR regression produces a drivers model that made optimal predictions for new cases, rather than the cases on which the model was built, using a

¹⁵ A methodological summary of CCR can be found here, co-drafted by our statistics consultant, Gary Bennett, who carried out this analysis:
<http://www.logitresearch.com/dbimages/pdf/technical%20papers/logit%20ccr%20technical%20note.pdf>

unique cross validation procedure which runs the modelling process thousands of times and then identifies the optimal specification for predicting new cases. So called 'irrelevant' predictors (specific aspects of the education system listed at B3) which did not contribute anything unique to the relationship with the dependent variable (in this case B1: Confidence in the education system and B4: Overall views about the state of education in Wales nowadays) were screened out.

As these dependent variables are scale questions (participants give an answer on a scale of 0-10) and several specific aspects of the education system were used as predictors a multiple linear Regression CCR was used.

Any 'don't know' answers at either of the dependent variables (B1 and B4), were removed from the analysis. Any 'don't know' responses given at the predictor variables (B3 statements) were replaced with a mean score and included in the model.

The key drivers of confidence in the education system (B1) and overall views about the state of education in Wales nowadays (B4) are presented in Chapter 4 and are ranked according to their importance (the contribution of each predictor to R-squared CV¹⁶).

R-squared represents the percentage of the variance in the dependent variable (e.g. measure of overall views, measure of confidence explained by the model (range 0% - 100%)).

As a rule of thumb, R-squared values can be categorised as follows:

- <20% = poor relationship
- 20%-30% = weak relationship
- 30%-40% = Reasonable/adequate
- 40%-50% = good
- 50%-60% = very good
- 60%+ = very good/suspiciously good

¹⁶ CV is a term used when a measure provided relates to predictive ability in new cases (i.e. cases not used to build the model).

The 'correlation' column shows the strength of the impact the predictor has on the dependent variable. The correlation coefficient is generally a value between 0 and 1 with stronger relationships being closer to 1¹⁷. Generally this is categorised as follows:

- 0 - 0.25 small;
- 0.25 - 0.5 medium;
- >0.5 large.

Small correlation coefficients <0.25 illustrate that the predictor variable does not have a notable impact on the dependent variable and will definitely not be a statistically significant finding; whereas medium and large correlation coefficients are usually statistically significant findings.

The 'effect' column - the standardised effect - indicates the relative effect and direction of a one standard deviation change in the predictor on the outcome. Like correlation, the higher the value, the larger the effect.

¹⁷ It is possible to have a negative correlation coefficient which shows that a predictor has a negative impact on a dependent variable. The correlation is also a correlation with the logit (used to predict the probability) rather than directly with the DV.

8. Annex B: Questionnaire

Education Re-Contact Survey

J5568

Telephone

Quota category	Number of interviews to achieve
Parent	250
Non-parent	100
16-19 year olds in FE	50
Welsh-speaking	76
Not Welsh-speaking	324
Satisfied with education system from national survey	67%
Dissatisfied with education system from national survey	33%

FROM SAMPLE

Parent	
Yes	PARENT = 1
No (and not 16-19 in education)	PARENT = 2
No (and 16-19 in education)	PARENT = 3
Language in which completed National Survey for Wales	
English	Language =1
Welsh	Language =2
Speak Welsh	
Yes	Speak =1
Number of children in household	

S Screener

ASK PERSON WHO ANSWERS PHONE
S1 SHOW BASED ON TIME OF CALL:

Good morning [IF LANGUAGE = 2 OR SPEAK = 1 ADD **Bore da**]

Good afternoon [IF LANGUAGE = 2 OR SPEAK = 1 ADD / **Prynhawn da**]

Good evening [IF LANGUAGE = 2 OR SPEAK = 1 ADD **Noswaith dda**]

My name is NAME and I'm calling from IFF Research. Please can I speak to NAME?

Respondent answers phone	1	CONTINUE
Transferred to respondent	2	
Hard appointment	3	MAKE APPOINTMENT
Soft Appointment	4	
Refusal	5	CLOSE
Not available in deadline	6	
Engaged	7	
Fax Line	8	
No reply / Answer phone	9	
Business Number	10	
Dead line	11	
Send Reassurance email	12	WRITE IN EMAIL AND BOOK APPOINTMENT

ASK ALL
S2 [IF S1 NOT 1: BASED ON TIME OF CALL

Good morning [IF LANGUAGE = 2 OR SPEAK = 1 ADD **Bore da**]

Good afternoon [IF LANGUAGE = 2 OR SPEAK = 1 ADD / **Prynhawn da**]

Good evening [IF LANGUAGE = 2 OR SPEAK = 1 ADD **Noswaith dda**]

My name is NAME, calling from IFF Research, an independent market research company.

ALL: We're conducting a survey on behalf of the Welsh Government, exploring individuals' views on the Welsh education system [(IF PARENT=1): and how you as a parent assist your children with their learning]. We're calling you because you previously took part in the 2013-14 National Survey for Wales and agreed to be re-contacted for future research. We are keen for both parents and non-parents to take part in the survey.

Is now a good time - the interview will take around 10-12 minutes to complete?

Yes	1	CONTINUE
Hard appointment	2	MAKE APPOINTMENT
Soft appointment	3	
Refusal	4	THANK AND CLOSE
Send Reassurance email	5	WRITE IN EMAIL ADDRESS AND BOOK APPOINTMENT

ASK ALL

S3 Can I just check, would you like the interview to be conducted in English or Welsh?

English	1	CONTINUE
Welsh	2	BOOK APPOINTMENT FOR WELSH INTERVIEWER TO CALL BACK
Either	3	CONTINUE IN LANGUAGE CURRENTLY SPEAKING

S5 This call may be recorded for quality and training purposes only.

REASSURANCES TO USE IF NECESSARY

The interview will take around 10-12 minutes to complete.

Please note that all data will be reported in aggregate form and your answers will not be reported to our client in any way that would allow you to be identified.

If respondent wishes to confirm validity of survey or get more information about aims and objectives, they can call:

- **MRS: Market Research Society on 0500396999**
- **IFF: SAM SELNER OR ERICA GARNETT: 0207 250 3035**
- **WELSH GOVERNMENT: Lisa Walters: 029 2082 6685**

A Respondent selection

ASK ALL

- A1 **I'd like to start by asking a few questions about the make-up of your household. So can you tell me how many children aged 3-19 you are responsible for, who live in your household and are in education in Wales?**

WRITE IN	
Refused	X

- A2 **IF HAVE CHILDREN LIVING IN HOUSEHOLD (A1>0). IF A1=X THANK AND CLOSE And how many of these children are currently aged 3-19 years and attending...? (ONCE NUMBER SUMS TO A1 END LOOP)**

DS – CHECK SUM A2_1 TO A2_7 EQUAL TO VALUE AT A1 UNLESS ANY REFUSED

	NUMBER	REFUSED
_1 Nursery/pre-school		X
_2 Primary school		X
_3 Secondary school		X
_4 Sixth form college		X
_5 Further education (FE) college		X
_6 A Welsh Higher Education institution (i.e. going to university in Wales)		X
_7 Home-schooled		X

CHILDTYPE DUMMY VARIABLE, DO NOT ASK

HAS CHILDREN IN EDUCATION IN HOUSEHOLD AND NOT 16-19 IN NSW (PARENT =1 OR 2 AND (A1>0 AND SUM A2_1 TO A2_6 > 0))	1
NO CHILDREN IN EDUCATION IN HOUSEHOLD OR ONLY HOME-SCHOOLING OR 16-19 IN NSW OR REFUSED (ELSE)	2

CHILDINED DUMMY VARIABLE, DO NOT ASK		
NUMBER OF CHILDREN IN WELSH EDUCATION SYSTEM AGED 3-19	1	SUM A2_1 TO A2_6
NO CHILDREN IN EDUCATION IN HOUSEHOLD OR ONLY HOME-SCHOOLING	2	

- A3 IF CHILD(REN) IN EDUCATION WITHIN HOUSEHOLD (CHILDTYPE = 1)
 [IF ONE CHILD AGED 3-19 IN EDUCATION IN WALES [A2 SUM =1]]: **Can you tell me the first name of this child – this is just to make the following questions easier?**

[IF MORE THAN ONE CHILD AGED 3-19 IN EDUCATION IN WALES [A2 SUM >1]:
Can you tell me the first name of your [DATA SERVICES: *SELECT NUMBER AT RANDOM BASED ON SUM AT A2: IF SELECT '1' SAY 'YOUNGEST', IF SELECT 2 WHERE 2 AT A2 SAY 'ELDEST', IF SELECT 2 WHERE 3+ SAY 'SECOND YOUNGEST' etc IF SELECT HIGHEST NUMBER SAY 'ELDEST'*] **child aged 3-19 in your household and in education in Wales. This is just because the next set of questions are about your experience of the Welsh education system and I'd like you to answer based on the experiences of just one of your children.**

ADD AS NECESSARY FOR ALL: You can give a fake name if you prefer.

WRITE IN	
Refused IF REFUSED THEN FOR SUBSEQUENT QUESTIONS WHERE <NAME> VARIABLE USED INSERT 'IF A2SUM=1 'your child aged 3-19' OR IF A2SUM>1 USE THE TERM USED IN A3 eg YOUNGEST, ELDEST etc.	X

- A4 IF CHILD IN EDUCATION WITHIN HOUSEHOLD (CHILDTYPE = 1)
Please could you tell me how old <NAME> is?

EXACT AGE IF GIVEN AND CODE TO A RANGE IF NOT WILLING TO GIVEN EXACT AGE ASK FOR A RANGE:	
3-7	1
8-10	2
11-14	3
15-16	4
17-19	5
Refused / Don't know	X

IF CHILD IN EDUCATION IN WALES (CHILDTYPE = 1) AND A2 MULTICODED OR REFUSED

A5 **And are they attending...?**
READ OUT. SINGLE CODE.

DISPLAY IF A4=1: Nursery/pre-school	1
DISPLAY IF A4=1 OR 2: Primary school	2
DISPLAY IF A4=2 OR 3 OR 4 OR 5: Secondary school	3
DISPLAY IF A4= 3 OR 4 OR 5: Sixth form college	4
DISPLAY IF A4= 3 OR 4 OR 5: Further education (FE) college	5
DISPLAY IF A4=5: Higher Education institution (i.e. going to university) in Wales	6
DO NOT READ OUT: Refused / Don't know	7

IF CHILD IN EDUCATION WITHIN HOUSEHOLD (CHILDTYPE = 1) and valid response at A5 (A5=1-6)

A6 **And is <CHILD'S NAME> being educated mostly through the medium of English, Welsh or in both?**
SINGLE CODE.

English	1
Welsh	2
Both / Bilingual	3
Don't know	4

B Confidence and satisfaction in the education system

ASK ALL

We'd now like to ask a few questions about your views on the education system in Wales.

TEXT SUB IF CHILDTYPE=2: **It doesn't matter if you don't currently have any children in education in Wales, we're still interested in hearing your views more generally.**

ALTERNATE ORDER: 50% GET INTRO TEXT AND THEN B1-B8; 50% B4-B8 THEN B1 TO B3

ASK ALL

- B1 **On a scale of 0 to ten, where 0 is not at all confident and 10 is extremely confident, how confident are you in the education system in Wales?**

	Not at all confident Extremely confident											DK
Confidence in the education system in Wales general	0	1	2	3	4	5	6	7	8	9	10	11

ASK ALL

- B2 **Why do you say that? PROBE: What things did you take into account when you gave this rating about confidence? PROBE: What other things influenced your answer here? PROBE: To what extent is your view based on first-hand experience, things you've read in the media or other factors?**

WRITE IN
<div style="display: flex; justify-content: space-between;"> Don't know X </div>

ASK ALL

- B3 I'm going to read out a list of statements about education in Wales and I'd like you to say for each one how much you agree or disagree. [IF CHILDTYPE=1 ie parent of child in education in Wales: Where mentioned specifically in each statement please answer in relation to <NAME>]. Please use a scale of 0 to 10 where 0 is completely disagree and 10 is completely agree. If you feel unable to comment on any statement please just answer don't know.

Read out. Single code. RANDOMISE START, SCALE 0 (COMPLETELY DISAGREE – 10 COMPLETELY AGREE, 11 Don't know.

NOT PARENT OF CHILD IN EDUCATION AND NOT 16-19 in EDUCATION (PARENT =1-2) and CHILDTYPE=2))	IF PARENT OF CHILD IN EDUCATION (PARENT =1-2) and CHILDTYPE=1))	16-19 AND IN / RECENTLY IN EDUCATION (PARENT=3)
_1 Children are taught the 'basics' well	_1 <NAME> has been taught the 'basics' well	_1 I have been taught the 'basics' well
_2 Children are developed into well-rounded individuals	_2 <NAME> is developing into a well-rounded individual	_2 The education I have received in Wales has helped me develop into a well-rounded individual
_3 Children are safe in their learning environment	_3 <NAME> is safe in their learning environment	_3 I do / have felt safe in my learning environment
_4 Teaching is of a high standard	_4 Teaching for <NAME> is of a high standard	_4 Teaching I am or have received has been of a high standard
	_6 <NAME>'s educational buildings, classrooms and grounds provide a suitable learning environment	_6 My educational buildings, classrooms and grounds do or did provide a suitable learning environment
	_7 <NAME> has access to appropriate equipment in their place of learning	_7 I do or did have access to appropriate equipment
_8 Schools and colleges prepare learners well for their next stage of education or training	<p>ALL EXCEPT IF A2_6 SINGLE CODED OR A5=6 FOR SELECTED CHILD (IE ALL EXCEPT IF AT HE)</p> <p>_8 <NAME>'s place of education is preparing them well for their next stage of education or training</p> <p>IF A2_6 SINGLE CODED OR A5=6 FOR SELECTED CHILD (ie CHILD ATTENDING UNIVERSITY / HEI IN WALES)</p> <p>Schools and colleges prepared <NAME> well for</p>	_8 Schools and colleges prepared me well for my next stage of education or training

NOT PARENT OF CHILD IN EDUCATION AND NOT 16-19 in EDUCATION (PARENT =1-2) and CHILDTYPE=2))	IF PARENT OF CHILD IN EDUCATION (PARENT =1-2) and CHILDTYPE=1))	16-19 AND IN / RECENTLY IN EDUCATION (PARENT=3)
	university / higher education	
_11 The standard of education in Wales is constantly improving	_11 The standard of education in Wales is constantly improving	
	_12 <NAMES>'s place of education is well led and managed	
	ALL EXCEPT IF A2_6 SINGLE CODED OR A5=6 FOR SELECTED CHILD (IE ALL EXCEPT IF AT HE) _13 <NAME's> place of education keeps me well informed about their progress	
	_14 Your child is happy at their place of education	_14 I am / was happy at the last place I studied in Wales
	_15 <NAME> is encouraged to be the best they can be	_15 My current or recent education provider in Wales encouraged me to be the best I can be
	ALL EXCEPT IF A2_6 SINGLE CODED OR A5=6 FOR SELECTED CHILD (IE ALL EXCEPT IF AT HE) _16 <NAME> receives the appropriate homework for their age	

ASK ALL

B4 Considering all aspects of the education system in Wales from nursery schools through to universities as well as adult education courses, please say what you think overall about the state of education in Wales nowadays on a scale of 0 to 10, where 0 is 'extremely bad' and 10 is 'extremely good'.

	Extremely bad											Extremely good	DK
Overall state of education in Wales	0	1	2	3	4	5	6	7	8	9	10		11

ASK ALL

- B5 **Why do you say that?** PROBE: What things did you take into account when you gave this rating? PROBE: What other things influenced your answer here?
PROBE: To what extent is your view based on first-hand experience, things you've read in the media or other factors?

WRITE IN	
Don't know	X

IF CHILD IN EDUCATION WITHIN HOUSEHOLD (CHILDTYPE = 1) OR 16-19 IN EDUCATION (PARENT=3)

- B6 **Thinking about the last 12 months, how satisfied or dissatisfied are you with** <name>'s <ANSWER FROM A5, OR (A2 IF SINGLE CODED / DON'T KNOW OR A5 = 'REFUSED / DON'T KNOW' SAY 'place of education')>? READ OUT LIST

ADD IF NECESSARY: If the child has changed institution in the last 12 months, please answer about the one where they have spent most time in the last 12 months.

16-19 IN EDUCATION (PARENT=3): How satisfied or dissatisfied are you with your current or most recent place of education in Wales?

READ OUT. SINGLE CODE.

Very satisfied	1
Fairly satisfied	2
Neither satisfied nor dissatisfied	3
Fairly dissatisfied	4
Very dissatisfied	5
(DO NOT READ OUT) Don't know	X

IF ANSWERED B6

- B7 **Why do you say that?** PROBE: What factors influenced your answers? What was the main thing that you took into account in answering how you did?

WRITE IN	
Don't know	X

IF PARENT OF CHILD IN EDUCATION SYSTEM (CHILDTYPE=1)

- B8 I'd like to know to what extent <NAME>'s education has compared with your expectations. So where would you place yourself on a 10 point scale where 0 is 'well below expectations' 5 is 'met your expectations' and 10 is 'far exceeded your expectations'.

												DK
Met expectations	0	1	2	3	4	5	6	7	8	9	10	11

C Parental support (SECTION JUST FOR PARENTS OF CHILDREN IN EDUCATION ESTABLISHMENTS IN WALES WHOSE SELECTED CHILD IS NOT IN HEI (CHILDTYPE=1 AND SELECTED CHILD IS NOT A5=6-7)

IF CHILD WITHIN HOUSEHOLD AND IN EDUCATION AND NOT IN HEI (CHILDTYPE=1 AND SELECTED CHILD IS NOT A5=6-7)

- C1 I am now going to read out a series of statements about parents and education. Where 0 equals strongly disagree and 10 equals strongly agree, could you tell me to what extent you agree that...

READ OUT. SINGLE CODE.

	Strongly disagree										Strongly agree		DK
_1 I find <NAME>'s school welcoming to parents	0	1	2	3	4	5	6	7	8	9	10	11	
_2 <NAME>'s school makes it easy for me to be involved in my child's education	0	1	2	3	4	5	6	7	8	9	10	11	
_3 I know all I need to about how I can help with <NAME>'s education	0	1	2	3	4	5	6	7	8	9	10	11	
_4 <NAME>'s school provides opportunities for me to develop my own skills to help me support my child's education	0	1	2	3	4	5	6	7	8	9	10	11	

IF CHILD IN EDUCATION WITHIN HOUSEHOLD (CHILDTYPE = 1 AND SELECTED CHILD IS NOT A5=6-7)

- C2 **Thinking in general about children and education, would you say that a child's education is?**

READ OUT. SINGLE CODE.

DS: REVERSE THE ORDERS OF CODES 1-4.

Wholly the parent's responsibility	1
Mainly the parent's responsibility	2
Mainly the school's responsibility	3
Wholly the school's responsibility	4
DO NOT READ OUT: Both equally	5
DO NOT READ OUT: Don't know	6

IF CHILD WITHIN HOUSEHOLD AND IN EDUCATION (CHILDTYPE=1 AND SELECTED CHILD IS NOT A5=6-7)

The next set of questions explore your personal involvement in your child's learning.

- C3 **First, who has the most involvement with <NAME>'s learning and development. Is it...**

READ OUT. SINGLE CODE

You	1
Partner/other parent	2
Another family member	3
(DO NOT READ OUT) Shared equally	4
(DO NOT READ OUT) Don't know	5
(DO NOT READ OUT) Neither really involved	6

IF CHILD WITHIN HOUSEHOLD AND IN EDUCATION (CHILDTYPE=1 AND
SELECTED CHILD IS NOT A5=6-7)

- C4 **How involved do you feel in <NAME>'s learning and development ...?**
READ OUT. SINGLE CODE.

Very involved	1
Fairly involved	2
Not very involved	3
Not at all involved	4
(DO NOT READ OUT) Don't know	5

IF CHILD WITHIN HOUSEHOLD AND IN EDUCATION (CHILDTYPE=1 AND
SELECTED CHILD IS NOT A5=6-7)

- C5 **Would you like to be more involved?**

Yes	1
No	2
Don't know	X

IF CHILD WITHIN HOUSEHOLD AND IN EDUCATION (CHILDTYPE=1 AND
SELECTED CHILD IS NOT A5=6-7)

- C6 **What sources of information, advice and guidance have you used to help you in supporting your child?**

DO NOT READ OUT. MULTICODE.

Activities or advice from family members or friends	1
Use of libraries	2
Through activities or advice found online (IF YES: Specify Which sites))	3
Materials provided by my child's school	4
Advice and guidance from teachers and other school staff	5
The "Education Begins at Home" Facebook page	6
The 'Give It Time' website	7
Other (Specify)	8
No support used	9
Don't know	10

IF CHILD WITHIN HOUSEHOLD AND IN EDUCATION (CHILDTYPE=1 AND
SELECTED CHILD IS NOT A5=6-7)

- C7 **How confident do you feel about where to go if you needed information, advice or guidance in how to support <NAME>'s learning and development? Would you say you were...?**

READ OUT. SINGLE CODE.

Very confident	1
Fairly confident	2
Not very confident	3
Not at all confident	4
(DO NOT READ OUT) Do not need information, advice or guidance in how to support child's learning and development	5
(DO NOT READ OUT) Don't know	6

ASK EXCEPT IF SAY DON'T NEED INFORMATION OR ADVICE (ASK IF C7=1-4 OR 6)

- C8 **What additional support if any would you like to help you in supporting your children with their home learning activities?**

WRITE IN	
None	X
Don't know	V

IF CHILD WITHIN HOUSEHOLD AND IN EDUCATION (CHILDTYPE=1 AND
SELECTED CHILD IS NOT A5=6-7)

- C9 **And in the last 12 months, has <NAME> received help or support from a private tutor?**

Yes	1
No	2
Don't know	3

IF CHILD WITHIN HOUSEHOLD AND IN EDUCATION (CHILDTYPE=1 AND
SELECTED CHILD IS NOT A5=6-7)

- C10 **And overall, how confident are you in your ability to support <NAME> learning and development? Are you...?**

READ OUT. SINGLE CODE.

Very confident	1
Fairly confident	2
Not very confident	3
Not at all confident	4
DO NOT READ OUT: Depends what it is	5
DO NOT READ OUT: Don't know	6

IF NOT CONFIDENT IN ABILITY TO SUPPORT (C10=3 OR 4)

- C11 **Why do you say that? PROBE: What topics or areas do you feel less confident in providing this support**

WRITE IN	
Don't know	X

IF CHILD WITHIN HOUSEHOLD AND IN EDUCATION (CHILDTYPE=1 AND
SELECTED CHILD IS NOT A5=6-7)

- C12 **Do you feel <NAME> receives enough support in their learning and development at home either from you or others?**

Yes	1
No	2
Don't know	3

IF CHILD WITHIN HOUSEHOLD AND IN EDUCATION (CHILDTYPE=1 AND
SELECTED CHILD IS NOT A5=6-7)

- C13 **What can make it difficult to give <NAME> more support at home?**
DO NOT READ OUT. MULTICODE

Lack of time	1
Do not know what support to give to child	2
Not enough information, advice and guidance on how to support child	3
Child doesn't want help and support	4
Do not speak Welsh so feel unable to support child with Welsh work/homework	5
Other (specify)	6
No barriers	7
Don't know	8

D Family details

ASK ALL

- D1 **The survey is nearly complete. We just have a few more questions to ask regarding your background. First, can I just check, do any of the following apply to you?**

READ OUT. MULTICODE CODES 2 AND 3 ONLY.

You currently work in the education system	1
You do not currently work in the education system but have done in the past	2
You do not currently work in the education system but have close friends or family that do	3
None of the above	4

IF CHILD IN EDUCATION AND WITHIN HOUSEHOLD (CHILDTYPE = 1)

- D2 **Besides yourself, is there another parent or guardian living in the household?**

Yes	1
No	2

E Final questions

E1 **DELETED**

E2 **DELETED**

ASK ALL

E3 **Is there anything else you would like to add about the education system in Wales?**

TYPE IN ANSWER (OR CODE No)

No.....X

ASK ALL

E4 **Thank you very much for taking the time to speak to us today. Would you be willing for us to call you back if we need to clarify any information you have provided to us today?**

Yes	1
No	2

IF CONSENT TO RECONTACT (E4=1)

E5 **And could I just check, is [NUMBER] the best number to call you on?**

Yes	1
No - write in number	2

Finally I would just like to confirm that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct. Thank you very much for your help today.