# Formative evaluation of Curriculum for Wales: survey of learners and their parents/carers

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.

This document is also available in Welsh.

Formative evaluation of Curriculum for Wales: survey of learners and their parents/carers

Authors: Gillian Parkinson and Ben Tylden-Smith (Alpha Plus), Hefin Thomas and Joanne Davis (Arad Research), Associate Professor Claire Sinnema (University of Auckland)

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

For further information please contact:

Curriculum Research Branch

Social Research and Information Division Knowledge and Analytical Services

Welsh Government

Cathays Park

Cardiff

CF10 3NQ

0300 0255381

Email: CurriculumResearch@gov.wales

# Table of contents

# List of tables

# List of figures

# Glossary

**ALN**

Additional Learning Needs

**CFI**

Comparative fit index

**CfW**

Curriculum for Wales

**Disabled Learner** This refers to any learner whose parents answered 'Yes' in response to the question in the survey that asked whether they believed their child had learning difficulties or disabilities that make it harder for their child to learn.

**(e)FSM**

(Eligible for) free school meals

**FA**

Factor analysis

**IDP**

Individual Development Plan. A statutory document provided to learners determined to have additional learning needs (ALN).

**MAT learners**

More able and talented learners

**Parents**

Used to describe all respondents with parental responsibility (i.e. both parents and carers)

**PLASC**

Pupil-level Annual School Census

**Rec.**

Reception (age)

**RMSEA**

Root mean squared error of approximation

**RSE**

Relationship and Sexuality Education

**SEM**

Structural equation modelling

**SRMR**

Standardised root mean square residual

**ToC**

Theory of change

**TLI**

Tucker-Lewis index

**Yr**

(School) Year

**Y3+/Y6+**

Learner survey respondents in Year 3/Year 6 and above

# 1. Executive Summary

## Background and methodology

The Welsh Government commissioned Arad Research to lead a formative evaluation of Curriculum for Wales (CfW), working alongside Cardiff Metropolitan University, Bangor University, the Open University in Wales, the University of Stirling, the University of Auckland and AlphaPlus Consultancy. All formative evaluation reports published to date can be accessed on the CfW formative evaluation web page.

This report presents the findings of a survey of parents and carers and their children (referred to in the report as "learners") led by Arad Research, AlphaPlus Consultancy and the University of Auckland. The survey was carried out between September and December 2024. A total of 1094 parents/carers and 757 learners aged 4-14 completed the survey.

The learners (and their parents and carers) surveyed were between Reception and Year 9, as these were the year groups being taught under CfW at the time of the survey fieldwork. The survey examined learners' views on specific aspects of CfW and their wider experiences of their learning at school (or another setting).[Footnote 1] It also examined parents' and carers' views on CfW and their child's education more broadly. Throughout this report, for reasons of space and readability the term "parents" is used to describe all respondents with parental responsibility (i.e. both parents and carers).

**Methodology**

The survey questionnaire was informed by the theory of change for the curriculum and assessment reforms as presented in the scoping study and tested with a sample of parents/carers and learners. The questionnaire was designed to be completed by a parent accompanied by their child. Year 7 to 9 could complete the questions independently if they wished.

A quota sampling approach was used, with targets (quotas) set for learners and their parents with different characteristics. The main approach used to promote the survey was targeted advertising aimed at parents on social media platforms. Survey responses were monitored, and adverts amended to target under-represented groups of respondents while the survey was live. The survey received 757 responses from learners; 58% of these were

---

[1] 'Schools' is used throughout this report to refer to different educational settings including mainstream primary and secondary schools, all-through schools, special schools and other EOTAS settings, including PRUs.

in primary schools, 41% in secondary schools. Two-thirds (66%) were in English-medium schools and a third (33%) in Welsh-medium schools. The survey received 1094 responses from parents.

The data presented in the findings sections of this report has been weighted (i.e. adjusted so that the profile of the sample is more representative of the population). Sub-sample analysis was conducted to check whether there were differences in responses between different respondent groups (e.g. primary and secondary school learners).

**Methodological limitations**

Key limitations are:

- There is a risk of selection bias - parents/carers opting to participate may have been those that were more engaged or, alternatively, those motivated to highlight concerns

- Respondents below Reception age were not included in the survey because, even with parental help, it was felt that most children that age would find it too difficult to answer reliably

- The use of social media to promote the survey means that there was a higher risk of receiving responses from individuals who fell outside the target audience, compared to using a closed list of respondents. Mitigation measures were taken in the questionnaire design and in the subsequent data cleaning

- The sample achieved was not fully representative of the population with, for example, learners who were eligible for Free School Meals and Black, Asian and minority ethnic learners, and their parents, under-represented compared to the survey population

# Main findings
**Themes to which learners responded most positively**

**Learners' enjoyment of school and what they were learning about:** The majority of learners[Footnote]2 agreed that teachers helped them understand when they were getting better at learning (67%), that they really enjoyed going to school (66%) and enjoyed what they were learning at school (63%).

**Progress towards the four purposes** (different variants of the questions were asked for different age groups)**:**

- **Ethical and informed:** The majority of learners agreed that their learning at school was helping them to understanding and care about people and the world (Reception to Year 6 learners - 76% agreed), and to be more aware of what is going on in the world (Year 3 to 6

---

2 Based on descriptors used for reporting on percentages. The thresholds are 85% - vast majority; 59-84% - majority; 42-58% - around half; 15-41% - minority; below 15% - small minority

learners - 69% agreed). However, a minority of learners (Year 7 to 9 learners - 38%) agreed that their learning was helping them become ethical and informed.

- **Healthy and confident:** The majority of learners agreed that their learning at school was helping them to be healthier (Reception to Year 2 learners - 74% agreed) or to become healthy and confident (Years 3 to 9 learners - 64% agreed).
- **Enterprising and creative:** The majority of learners agreed that their learning at school was helping them to think of new ideas (Reception to Year 6 learners - 71%), be more creative (64%) and find ways to solve problems (Years 3 to 9 learners only – 61%).
- **Ambitious and capable**: The majority of learners agreed that their learning at school was helping them to: believe in myself and what I can do (Reception to Year 2 learners - 61% agreed), be the best I can be (59% agreed). Around half of Year 3 to 9 learners (49%) agreed that their learning at school was helping them to become ambitious.

**Learners' satisfaction with their school:** The majority of learners agreed that teachers and staff take good care of children (72% agreed), were always ready to help (64% agreed) and were easy to talk to (63% agreed).

**Wellbeing:** When asked about aspects of their own wellbeing, the vast majority of learners reported that they felt they were good at some things (89% agreed) that they thought lots of people cared about them (87% agreed), and that there were many things they could be proud of (81% agreed).The majority of learners agreed that they had been getting on well with people (77% agreed), that good things would happen in their life (74% agreed) and that they had been in a good mood (73% agreed).

**Themes to which learners responded less positively**

**Feeling listened to and getting all the help they need at school**: Around half of learners agreed that teachers and staff really listen to children (53% agreed) and that they get all the help they need at school (51% agreed).

**School is fair for everyone and being themselves at school**: Around half of learners agreed that school was fair for everyone (47%), and that they felt they could be themselves at school (58% - this was asked of Years 3 to 9 only).

**Seeing connections between subjects:** A minority of learners (31%) agreed that they could see the connections between the different subjects they were learning about at school, with around half (45%) disagreeing (this was asked of Years 7 to 9 only).

**Learners' involvement in curriculum design:** When asked questions relating to their involvement in aspects of curriculum design, around half of learners agreed that teachers listened to them (58% agreed), and they could tell teachers if they liked what they were learning about (50% agreed). A minority of learners indicated they were asked what they would like to learn (41% agreed) and how they would like to learn (33% agreed), with around half of learners disagreeing (only Years 3 to 9 learners were asked these questions about what and how they would like to learn).

**Learners' use of Welsh**: Around half of learners (50%) indicated that they felt confident using Welsh, while a minority (40%) reported that they used Welsh outside of the classroom.

**Trends within learners' responses**

**Non-disabled learners generally expressed more positive views than disabled learners across most topics** including their overall views on school, their satisfaction with aspects of teaching and learning and their wellbeing. Their responses also indicated that they felt more involved in aspects of curriculum design with, for example, higher percentages of non-disabled learners compared with disabled learners reporting that teachers listened to them and that they could tell teachers if they liked what they were learning about or not. Non-disabled learners were also more likely than disabled learners to perceive that their learning at school was helping them make progress towards the four purposes. "Disabled learner" refers to any learner whose parents answered 'Yes' in response to the survey question that asked whether they believed their child had learning difficulties or disabilities that make it harder for their child to learn.

**Learners in primary schools expressed more positive views than those in secondary schools against a range of topics** including some of their overall views on school, their satisfaction with aspects of teaching and learning and their wellbeing. Their responses also indicated that they felt more involved in aspects of curriculum design with, for example, higher percentages of primary, compared with secondary, learners reporting that teachers listened to them and that they could tell teachers if they liked what they were learning about or not. Primary learners were also more likely than those in secondary schools to perceive that their learning at school was helping them to make progress towards the four purposes.

**Learners with a home language of Welsh** were more likely than those with other home languages to have positive views on some topics, in particular their involvement in curriculum design and how their learning at school was helping them progress towards some aspects of the four purposes, that they were more confident using Welsh and used Welsh outside the classroom.

**Themes to which parents responded most positively**

**Awareness of CfW:** Parents indicated they had some overall awareness that schools now prepared their own curriculum (72% indicated awareness) and its focus on the four purposes (72%). Among those that indicated awareness, 54% reported that this was due to information shared by their child's school; 41% reported receiving information on CfW online (e.g. Welsh Government website and Hwb, news website, school website) or through the media (20%). 13% reported their child and 14% reported fellow parents as a source of information.

**Knowledge of CfW**: The majority of parents reported they knew that CfW was focused on knowledge and skills (62% agreed), providing a broad and balanced education (60% agreed) and providing real-life experiences (59% agreed).

**Opportunity to hear about how to support their child's learning:** 66% indicated some to a great deal of opportunity, 33% indicated little to no opportunity.

**Parents' involvement in curriculum discussions:** The majority of parents agreed that their child's school involved them in discussions about curriculum in ways that made them feel motivated to support the education their child was receiving (61% agreed). Around half of parents felt that these discussions made them feel confident in their child's education (58% agreed) and a minority of parents felt that such discussions made them feel listened to (41% agreed).

**Satisfaction with teachers and staff at their child's school**: The majority of parents agreed that teachers and school staff took good care of their child (75% agreed), were helpful (73% agreed) and were trustworthy (71% agreed). A majority also indicated that they could reach their child's teachers easily (70% agreed) and that teachers and staff listened to them if they had a concern (68% agreed).

**Confidence in the standard of their child's education:** The majority of parents (64%) reported they were either somewhat or completely confident in the standard of their child's education while a minority (36%) had little to no confidence.

**Themes to which parents responded less positively**

**Parents' involvement in curriculum design**: Around half of parents indicated they had an opportunity to share their ideas about how their child learns at school (42% indicated some to a great deal of opportunity, 55% indicated little to no opportunity). A minority reported having had an opportunity to contribute their experiences or expertise (41% - some to a great deal of opportunity, 55% - little to no opportunity), share ideas about what their child learns at school (40% - some to a great deal of opportunity, 56% - little to no opportunity), to give feedback on the school curriculum (38% - some to a great deal of opportunity, 59% - little to no opportunity).

**Parents' perceptions of progress towards curriculum aspirations:** Around half of parents indicated that they were confident that the curriculum, teaching and learning at their child's school was helping their child to become healthy and confident (55% agreed), ethical and informed (55% agreed), enterprising and creative (53% agreed) and ambitious and capable (48% agreed). Around half of parents also agreed that their child's teachers understood their child's background, ability and individual needs (56% agreed), that their education supported their wellbeing (54% agreed) and that they provided the right support to enable their child to make progress (53% agreed), were meeting their child's needs (43% agreed) and helping them reach their full potential (42% agreed).

**Parents' confidence in the school curriculum:** around half of parents were confident that the school curriculum was preparing their child for their next steps in education (52% agreed), but only a minority were confident that the school curriculum was preparing their child for work or life more generally (40% agreed). Around half of respondents (51%) were either somewhat or very supportive of CfW overall and a minority (25%) were either not supportive or somewhat unsupportive of CfW.

**Parents' satisfaction with their child's school:** Around half of parents indicated that they were satisfied with their child's school (58% agreed), that they that they were kept well-informed by the school (57% agreed) and that their child received extra help if needed (49% agreed). Around half of parents reported being satisfied with the information they received on their child's overall progress (55% satisfied), progress in numeracy (56% satisfied) and

progress in literacy (parents of Reception to Year 6 learners - 54% satisfied). Only parents of secondary school learners were asked the extent to which they were satisfied with the information received about their child's progress in Welsh (36% satisfied) and English (38% satisfied). Around half of parents agreed that they were satisfied with <u>how</u> they received information about their child's progress (53% agreed) and <u>how often</u> (47% agreed).

**Further information, most beneficial elements and concerns**

**When asked to comment on what one thing they would like to know more about CfW**, a minority of parents commented that they would like to know more about what their child was being taught at school, how their child's school curriculum was planned, how decisions were made about it, how CfW was being tailored to meet the needs of their child and how their child's progression would be measured.

**When asked to comment on the most beneficial aspects of the school's curriculum**, a minority of parents said the focus on health and wellbeing, the cross-curricular skills, a greater variety of learning experiences or other specific aspects of CfW (for example, the four purposes, making connections between subjects and the focus on diversity and the Welsh context). A minority didn't think any aspects of the curriculum would benefit learners but raised concerns about CfW.

**When asked what worried parents most about the school's curriculum,** a minority commented that the curriculum and education was not tailored sufficiently to meet their child's individual needs. Others expressed concerns about what was being taught and how their child was taught, that CfW was too vague and open to interpretation or that schools lacked the resources to implement the curriculum effectively. A minority said they lacked awareness, knowledge or understanding of CfW while others were concerned about the quality of their child's education, including concerns about their child's ALN and the support available to help them learn. Other parents expressed concerns about assessment, qualifications and transition from compulsory education to post-16 learning.

**Trends within parents' responses**

In a similar vein to learners, parents of primary school children and parents of non-disabled children were consistently more positive than those of secondary learners and disabled children respectively across most survey questions. This included their views on

opportunities to be involved in curriculum design, perceptions of their child's progress towards curriculum aspirations and overall satisfaction with their child's school.

Parents of learners with Individual Development Plans (IDPs) expressed more positive views than those of learners without IDPs about opportunities for involvement in some aspects of curriculum design, perceptions of progress towards curriculum aspirations and confidence in their child's education.

Parents of learners in Welsh-medium schools had more positive views than those in English-medium schools on some aspects of the curriculum and their child's education. This included reporting greater levels of awareness and knowledge of CfW, more opportunities for involvement in aspects of curriculum design, higher levels of satisfaction and overall confidence in their child's education, as well as being more likely to be supportive of CfW.

Parents of learners whose home language was Welsh tended to have more positive views than those whose home language was English only, specifically in relation to perceptions of progress towards the four purposes, satisfaction with school and satisfaction with the information received about their child's progress.

# 2. Introduction

The Welsh Government commissioned Arad Research to lead a formative evaluation of the Curriculum for Wales (CfW). Arad Research is working alongside a number of organisations as part of a wide-ranging programme of research, including Cardiff Metropolitan University, Bangor University, the Open University in Wales, the University of Stirling, the University of Auckland and AlphaPlus Consultancy.

The evaluation adopts a mixed methods approach, including surveys of senior leaders and practitioners, surveys of parents and carers and learners, longitudinal case studies to understand schools' curriculum implementation journeys and several topic-based qualitative studies exploring specific elements of CfW.

This report presents the findings of a survey of parents and carers and their children (referred to in the report as "learners") led by Arad Research and AlphaPlus Consultancy. The learners (and their parents and carers) surveyed were between Reception and Year 9, as these were the year groups being taught under the CfW at the time of the survey fieldwork. The survey examined parents' and carers' views on the CfW and their child's education more broadly, as well as learners' views on specific aspects of the CfW and their experiences at school (or another setting) more broadly.[Footnote 3] Throughout this report, for reasons of space and readability the term "parents" is used to describe all respondents with parental responsibility (i.e. both parents and carers).

This section provides an overview of the formative evaluation of the Curriculum for Wales, the survey of parents and learners and the structure of this report.

## Overview of the formative evaluation

The aim of the evaluation is to assess the extent to which the reforms are working as expected as set out in the Curriculum for Wales Framework (The Framework) (Welsh Government, 2025a). The evaluation objectives are to:

- review the theory of change (ToC) in the Scoping Study for the evaluation of the curriculum and assessment reforms in Wales (Welsh Government, 2022a), and make revisions if necessary, in particular to take fuller account of equity within the ToC

---

[3] 'Schools' is used throughout this report to refer to different educational settings including mainstream primary and secondary schools, all-through schools, special schools and PRUs. In some sections of this report the type of education setting is specifically identified, for example when noting differences in the findings.

- consider the extent to which the mechanisms in the ToC, and the anticipated activities, outputs, and short/medium-term outcomes are being realised as expected

- explore the degree of variation between approaches across schools and other provision[Footnote 4] and describe what factors and/or conditions are supporting or impeding the effective realisation of the reforms and what additional support is needed

- explore the views, practices and experiences of senior leaders and practitioners in schools and other settings and provision in relation to Curriculum for Wales, including to what extent and in what ways do views, experiences and practices differ for different types of practitioners and settings, and why

- explore the views and experiences of learners in schools and other settings and provision in relation to Curriculum for Wales, as well as their parents/carers, including to what extent and in what ways do views and experiences differ for different types of learners and parent/carers, and why

- draw conclusions and highlight areas for consideration for policy and practice across the whole system to support the future realisation and effectiveness of the curriculum and assessment reforms, ensuring these fully consider the breadth of the reforms across different stakeholder groups, contexts, provision and settings

All formative evaluation reports published to date can be accessed on the [CfW formative evaluation web page](#).

---

[4] 'Schools' is used throughout this report to refer to different educational settings/provision including mainstream primary and secondary schools, all-through schools, special schools and education other than at schools (EOTAS) provision, including pupil referral units (PRUs). In some sections of this report the type of education setting/provision is specifically identified, for example when noting differences in the findings.

**Background and context**

Curriculum for Wales is the cornerstone of the Welsh Government's efforts for educational reform and to build an education system that raises educational standards in Wales and ensures public confidence. Curriculum for Wales has four purposes which are the starting point and aspiration for every child and young person in Wales. [The Organisation for Economic Co-operation and Development's (OECD) 'Improving Schools in Wales'](#) report (OECD, 2014) and [Successful Futures](#) (Donaldson, 2015), the report published following Professor Graham Donaldson's independent review of curriculum and assessment arrangements, set out the rationale for the reforms as well as recommendations for how to design a new curriculum fit for modern day Wales. Under the reforms each school and PRU is required to develop its own curriculum, within the nationally defined Curriculum for Wales Framework, enabling learners to embody the four purposes of the curriculum by becoming:

- ambitious, capable learners who are ready to learn throughout their lives

- enterprising, creative contributors who are ready to play a full part in life and work

- ethical, informed citizens who are ready to be citizens of Wales and the world

- healthy, confident individuals who are ready to lead fulfilling lives as valued members of society

Under the Curriculum for Wales Framework, the four purposes are underpinned by integral skills to be developed across a wide range of learning and teaching. These integral skills are: creativity and innovation, critical thinking and problem solving, personal effectiveness and planning and organising. Subjects are organised around six Areas: Expressive Arts; Health and Well-being; Humanities, Languages, Literacy and Communication; Mathematics and Numeracy; and Science and Technology. Across these six areas, within the [Curriculum for Wales statutory guidance](#) there are 27 statements of what matters which schools must base their curriculum on (Welsh Government, 2024a).

As part of Curriculum for Wales, literacy, numeracy and digital competence are mandatory cross-curricular skills. This means that practitioners are responsible to develop and ensure progression in these skills across all curriculum areas. When designing their curriculum, schools should also embed cross-cutting themes in learning across the curriculum. The cross-cutting themes include Relationships and sexuality education, Human rights,

Diversity, Careers and work-related experiences and Local, national and international contexts.

The Curriculum for Wales Framework specifies the [principles and mandatory requirements](#) (Welsh Government, 2022b) that should guide schools' and settings' curriculum preparation and design, many of which are referenced in the findings section of this report. The Framework refers to co-constructing the curriculum, involving learners, parents/carers and the wider community in curriculum design, ensuring pedagogy supports the realisation of the four purposes, engaging with professional networks, working with other settings, schools and further education institutions and reflecting the local school context in curriculum development. The CfW statutory guidance was published in 2020, with annual updates thereafter, to support practitioners with the practical steps of designing, realising and reviewing their curriculum. This includes '[Curriculum for Wales: continuing the journey](#)' guidance (published in January 2024) (Welsh Government, 2024b) that set out the priorities for curriculum development and learning, emphasising the cyclical nature of curriculum design and the steps schools should take to design, evaluate and refine their curriculum. This guidance underlined the importance of:

- the role of leadership in the design process

- developing a curriculum with purpose

- utilising the principles of progression and statements of what matters for planning for progression

- ensuring that assessment supports individual learners to make progress

- using the descriptions of learning to inform design and assessment

- ensuring that pedagogical approaches draw on the agency and professional judgement of practitioners and that teaching strategies meet the changing needs of learners in their context

Successful Futures (Donaldson, 2015) reflects a vision for Curriculum for Wales as a purpose driven curriculum, outlining a vision for education and the purpose of schooling throughout Wales. The conclusion of phase 1 of the Camau i'r Dyfodol project found Curriculum for Wales to be most closely aligned to a process model curriculum focused on the processes of learner development and "sees curriculum documents not as sets of

outcomes but as statements of the principles and processes that education seeks to develop" ([Welsh Government, 2025b](#)). In the case of Curriculum for Wales, the central principles are articulated through the four purposes, which are intended to "help teachers to see what their specific contributions to a child or young person's learning should be,…help children and young people, and their parents and carers, to see the point of what they are learning and how the aspects of learning fit together… [and] inform the design of national expectations for the curriculum and be used to identify and plan the content and intended outcomes" (Donaldson, 2015). The approach to learning emphasises the role of practitioners in supporting learner progress, building from learner knowledge, skills and experiences to develop towards the characteristics and dispositions outlined within the four purposes.

The Welsh Government's [Enabling Learning guidance](#) (Welsh Government, 2023), part of the Curriculum for Wales Framework, supports schools in designing developmentally appropriate curricula for all learners, particularly those progressing toward Progression Step 1. It highlights three interrelated 'enablers' – enabling adults, engaging experiences, and effective environments – that collectively foster holistic development through play-based learning, outdoor learning, observation, and authentic experiences. The guidance also underscores five developmental pathways – belonging, communication, exploration, physical development, and well-being – founded in traditional areas of child development as essential for supporting learners' growth and progression toward the curriculum's four purposes.

Other Welsh Government guidance and strategic plans emphasise the need for schools to consider how their realisation of Curriculum for Wales can support wider reforms and priorities, including the Additional Learning Needs (ALN) Code, Cymraeg 2050, tackling the impact of poverty on educational attainment and the [promotion of learner health and well-being](#).

During the course of this research, ahead of Curriculum for Wales rollout to older learners and the introduction of new qualifications, a section providing [further guidance on 14 to 16 learning](#) (Welsh Government, 2024c) was included in the CfW framework guidance by Welsh Government to support practitioners to design, implement and review an inclusive curriculum for learners in Years 10 and 11. This section of the statutory curriculum guidance stipulates that all learning and teaching undertaken within Years 10 and 11 should be

planned, designed, reviewed and refined in accordance with the wider Curriculum for Wales guidance.

At the time of this research, Curriculum for Wales was in use for all primary aged learners and for learners in Years 7, 8 and 9.

## About this survey

A survey of parents and learners was carried out between September and December 2024. A total of 1094 parents/carers and 757 of their children (learners) aged 4-14 (Reception-Year 9) completed the survey.[Footnote 5] This was defined as respondents who had completed over 50% of the survey questions which asked for parents' or learners' views on CfW or their education more broadly and therefore were determined to have engaged with the survey to a sufficient level to be included in the analysis. Further detail on the profile of the survey sample and population is set out in Chapter 2 (Methodology) and in Annex B (technical annex).

The survey asked learners about their overall views on school, involvement in curriculum design, progress towards the four purposes, use of Welsh, satisfaction with school, and wellbeing. Parents were asked about their awareness and knowledge of curriculum change, involvement in curriculum design, perceptions of their child's progress, confidence in the school curriculum, satisfaction with their child's school, information received about their child's progress and overall views on CfW as well as their child's education.

A second wave of the survey of parents and learners is planned as part of this evaluation and is intended to take place in academic year 2026/27.

## About this report

The report is structured as follows:

- Chapter 2 sets out the survey methodology

---

[5] Defined as completing over 50% of the survey questions which asked for parents' or learners' views on CfW or their education more broadly and therefore were determined to have engaged with the survey to a sufficient level to be included in the analysis. (see Chapter 2 for more detail).

- Part A (Chapter 3) presents a summary of the findings

- Part B presents the findings of the survey of learners

- Part C presents the findings of the survey of parents/carers (referred to below and in the findings sections as "parents")

- Part D presents a comparison of learners' and parents' responses

- Part E presents the findings of further analysis examining the relationship between different variables in the survey and attempts to validate parts of the ToC underpinning the curriculum and assessment reforms

- Technical Annexes A-E include the survey questionnaire, technical information about the survey and additional information relating to the statistical analysis (separate document)

- Annex F (separate document) presents the survey data tables

Note that, unless stated otherwise, all data presented in the report is based on weighted values i.e. what the sample would look like if it were nationally representative according to the criteria used for weighting (see Chapter 2 for more detail on the methodology).

# 3.  Methodology

This section provides detail on the survey methodology. This includes detail of the questionnaire design process, sampling, survey fieldwork and analysis process as well as the limitations of the methodology.

## Questionnaire design

The survey questionnaire was designed by Arad and Associate Professor Claire Sinnema with input from Welsh Government officials. The questionnaire structure and themes were informed by the theory of change for the curriculum and assessment reforms as presented in the scoping study (Welsh Government, 2022). A series of workshops with Welsh Government officials were carried out in March and June 2024 to inform the questionnaire design.

The questionnaire was designed to be completed by a parent accompanied by their child. The questionnaire was structured in three parts:

- Part 1 was for parents to provide some profile information (including the year group and school of the child answering Part 2 of the survey) and their views on their child's education

- Part 2 was for their child to provide their views on their education and some optional profile information

    o   Parents were encouraged to support primary age children (Reception to Year 6) to complete the questions and were advised that secondary age children (Year 7 to 9) could complete the questions independently if they wished

- Part 3 was an optional section for parents and carers to provide further demographic information.

Learners were asked about their:

- overall views on school

- involvement in curriculum design

- progress towards the four purposes

- use of Welsh

- satisfaction with school

- wellbeing

Parents were asked about their:

- awareness of curriculum change

- knowledge about curriculum change

- involvement in curriculum design

- contribution to the curriculum at their child's school

- perceptions of the impact of the curriculum, teaching and learning upon their child and their progress towards the aims of CfW

- confidence in the school curriculum

- satisfaction with their child's school

- satisfaction with the information they receive on their child's progress

- overall views on the CfW

- confidence in their child's education

Most questions asked parents and learners to what extent they agreed or disagreed with a statement or series of statements, with some open-text fields providing opportunities for parents to provide further comments to support their responses. Parents were also asked to complete three optional open-ended questions at the end of the survey.

The agreement scale options presented to learners were different to those presented to parents; emojis were included alongside the response option wording for learners. Learners in Reception to Year 2 were presented with three response options on agreement scale questions (these were: "No", "Not sure" and "Yes") while learners in Years 3-9 were presented with five options (these were: "Really disagree", "disagree", "Don't agree or disagree", "Agree", "Really agree"). To enable results to be presented for all learners, the "Really agree" and "Agree response options presented to Year 3-9 learners and the "Yes" option presented to Reception-Year2 learners, have been aggregated and presented as "Agree" throughout this report, while the "No", "Really disagree" and "Disagree" response

options have been aggregated and presented as "Disagree" (full breakdowns are presented in the data tables in Annex F). Questions were tailored to learners in different year groups to try and ensure learners were presented with questions which would be understood by those of their age. A copy of the questionnaire is included in Annex A of this report.

The questions for parents and learners were cognitively tested between July and September 2024 with 12 parents and their children, comprising four learners in Reception-Year 2, four learners in Years 3-6 and four learners in Years 7-9. Cognitive interviews lasted around 45 minutes, and involved researchers sharing the survey questions on a screen and asking respondents to 'think aloud' while completing the survey so that researchers could understand how they were interpreting each question. Researchers probed respondents further by asking questions such as 'What were you thinking about when you answered that question?'. Respondents were asked to mention any words or phrases that they found challenging to answer or unclear, any questions they considered it was important to ask parents and any questions they felt it was less important to ask. Findings were used to amend the questionnaire, and 6 parents and their children took part in a shorter second interview (around 25 minutes) to test amendments which had been made.

## Sampling framework

A quota sampling approach was used for parents and learners, with targets (quotas) set for learners (and their parents) with different socio-economic characteristics. Data on the population of learners (based on the 2023/24 Pupil-level Annual School Census) was used to create a profile of learners and the quotas set aimed to ensure that the sample was as representative as possible of the population. The rationale for this approach, rather than using a random stratified sample, was that the evaluation team did not have access to a database of parents or learners that could be used for selecting survey participants, distributing the survey directly to the intended recipients and against which responses could be monitored. Furthermore, the survey was distributed indirectly through targeted social media advertisements and via stakeholder organisations (see Chapter 2). This meant it was not possible to know how many parents and learners received the survey invitation to be able to estimate levels of non-response.

Responses of parents and learners were monitored against known characteristics of the survey population and quotas were set for various strata. The survey aimed to achieve a sample of around 1000 learners. To achieve this, it was assumed that responses would be needed from around 1500 parents, to allow for assumed attrition at the point of transferring

between parent and child.[Footnote 6] A stratified quota sample of learners and parents were targeted using the quotas set out in table in Table 6 and 7 in technical Annex B.

The descriptors outlined in Table 1 are used throughout this report to describe groups and sub-groups of respondents.

**Table 1. Descriptors used for reporting on groups and sub-groups of respondents in this report**

| Group label used in the report | Sub-group labels used | Description of respondents included in stratum |
|---|---|---|
| Primary school parents/learners | - | Learners (or parents of learners) from Reception to Year 6 who completed the survey |
| Secondary school parents/learners | - | Learners (or parents of learners) in Years 7-9 who completed the survey |
| PRU/Special school parents/learners | - | Learners (or parents of learners) from PRUs or special schools who completed the survey. These learners/parents were grouped together because of the small samples that were achieved. |
| Welsh-medium school parents/learners | - | Learners (or parents of learners) from designated Welsh-medium schools and dual language schools in the Pupil-level Annual Schools Census (PLASC) (including formerly dual stream, bilingual category A, B and C schools) |
| Black, Asian and Minority ethnic learners or parents | - | - |
| Learners (or parents of learners) with an Individual Development Plan (IDP) | - | Learners whose parents reported that they had an IDP - a legal document which describes a child or young person's additional learning needs (ALN), the support they need, and the outcomes they would like to achieve. |
| Disabled learners (or parents of disabled learners) | - | Learners whose parents reported in the survey that their child had a learning difficulty or disability |

[6] It was assumed that, in around a third of cases, a response from a parents would not also elicit a response from their child. The attrition rate was lower than this in practice.

| Group label used in the report | Sub-group labels used | Description of respondents included in stratum |
|---|---|---|
| Low/medium/high percentage ALN/SEN school learners or parents (in the case of the parents' survey) * | Low percentage ALN/SEN schools | Learners (or parents of learners) from schools with fewer than 7% of learners ALN/SEN |
| Low/medium/high percentage ALN/SEN school learners or parents (in the case of the parents' survey) * | Medium percentage ALN/SEN schools | Learners (or parents of learners) from schools with 7.1-14% of learners ALN/SEN |
| Low/medium/high percentage ALN/SEN school learners or parents (in the case of the parents' survey) * | High percentage ALN/SEN schools | Learners (or parents of learners) from schools with over 14% of learners ALN/SEN |
| Low/medium/high percentage eFSM school learners or parents (in the case of the parents' survey)* | Low percentage eFSM schools | Learners (or parents of learners) from schools with fewer than 13% of learners eFSM |
| Low/medium/high percentage eFSM school learners or parents (in the case of the parents' survey)* | Medium percentage eFSM schools | Learners (or parents of learners) from schools with 13.1-25% of learners eFSM |
| Low/medium/high percentage eFSM school learners or parents (in the case of the parents' survey)* | High percentage eFSM schools | Learners (or parents of learners) from schools with over 25% of learners eFSM |
| Central south(ern), mid and west(ern), north(ern) or south east(ern) school parents/learners | Central south region schools | Learners (or parents of learners) from schools located in Cardiff, Bridgend, Vale of Glamorgan, Rhondda Cynon Taf, Merthyr Tydfil |

| Group label used in the report | Sub-group labels used | Description of respondents included in stratum |
|---|---|---|
| Central south(ern), mid and west(ern), north(ern) or south east(ern) school parents/learners | Mid and west region schools | Learners (or parents of learners) from schools located in Pembrokeshire, Ceredigion, Powys, Carmarthenshire, Swansea or Neath Port-Talbot |
| Central south(ern), mid and west(ern), north(ern) or south east(ern) school parents/learners | North region schools | Learners (or parents of learners) from schools located in Anglesey, Gwynedd, Conwy, Denbighshire, Wrexham or Flintshire |
| Central south(ern), mid and west(ern), north(ern) or south east(ern) school parents/learners | South east region schools | Learners (or parents of learners) from schools located in Caerphilly, Blaenau Gwent, Newport, Torfaen or Monmouthshire |

* High, medium and low ALN and eFSM school categories were developed using PLASC 2023/24 data. These thresholds were used so that around a third of schools and settings fall into each category. At the time the survey was being conducted, learners were in the process of being moved from the SEN system to the ALN system.

# Survey fieldwork

The survey was launched on September 30th 2024 and closed on December 20th 2024. The main approach used to promote the survey was targeted advertising aimed at parents on social media platforms. Meta platforms (Facebook and Instagram) were selected as the main distribution channels because of their audience reach and the ability to target users based on their location, age and interests. A series of adverts were designed by a digital agency and distributed via the Welsh Government's "Education Begins at Home" account. Text accompanying these adverts included a link to complete the survey and also sought to incentivise participation by noting that those who completed the survey could enter a prize draw to win a shopping voucher if they wished to do so.

Engagement with the adverts was monitored continuously during the survey period alongside the number of survey responses according to each of the strata in the sampling framework including geographic location, sector (primary/secondary/special/PRU), language medium of school, geography, eligibility for free school meals (eFSM), additional learning needs (ALN) and ethnicity. Adverts were amended to target specific under-represented groups of respondents, for example, by:

- targeting the survey at parents in regions that were less well represented in the sample (particularly parents in the large urban areas of Cardiff, Swansea and Newport)

- targeting the survey at parents in areas with higher percentages of Black, Asian and minority ethnic people

- ensuring the images used in social media adverts included representation of learners from diverse backgrounds

- asking stakeholder organisations (see technical Annex B) working with particular groups of parents (parents of children with ALN, single parents, Black, Asian and minority ethnic parents) to repost details about the survey on social media or distribute it to their networks via email

The adverts were clicked on a total of 10,740 times during the survey period by 9,500 unique people. Examples of the adverts used are shown in technical Annex B below.

As the survey was promoted via social media, the risk of receiving responses from people who fell outside the target audience was higher than in a survey distributed to a closed list of respondents. Some mitigation measures were taken in the questionnaire design and distribution to try and exclude or limit the likelihood of responses from individuals who fell outside the target audience. At the questionnaire design stage, these steps involved including:

- detail on the target audience on the front page of the questionnaire

- mandatory questions with filters disqualified respondents who were outside the target audience (e.g. those who said their child was outside the age-range, or said their child went to a school outside Wales)

- questions which would have been more difficult for individuals who fell outside the target audience to complete were also included, for example respondents were asked the name of their child's school

At the distribution stage, these steps were:

- targeting social media adverts geographically in Wales and at people who Meta had identified as parents and who were in an appropriate age range

- the wording of the adverts made it clear who was being targeted, and location-specific wording was used in the later stages

## Database cleaning

The database of learner and parent responses was cleaned to exclude responses which:

- were identified by the survey software as being from respondents outside of the UK

- had clearly not engaged with the questions (e.g. where respondents had written comments which were clearly not related to the survey)

- were clearly duplicates had not completed 50% of the questions which asked for their views on an aspect of their education (i.e. excluding profile questions)

## Learner survey sample

After excluding respondents during data cleaning, the survey received 757 responses from learners who were determined to have engaged with the survey to a sufficient level to be included in the analysis.

Table 2 shows that 58% of the learner survey respondents (learners) were in primary schools, 41% in secondary schools and that:

- 20% were in Reception-Year 2, 40% in Years 3-6 and 40% in Years 7-9

- around half of learners were boys (48%) and around half were girls (47%) with 4% noting that they preferred not to say

- 10% of learners were eligible for free school meals (eFSM)

- 32% were disabled learners (as reported by their parent), 63% were not disabled learners and 5% said they were not sure

    - Of those whose parents reported they were disabled learners, 51% reported they had an Individual Development Plan (IDP) and 49% said they did not

- 72% of parents reported that their family's home language was English, 16% Welsh and English, 8% Welsh and 4% a combination of other languages and/or English/Welsh

- 66% were in English-medium schools and 33% in Welsh-medium schools

- 42% were in medium percentage eFSM schools (see Table 1 for definitions of sub-groups), 34% in low percentage eFSM schools and 24% in high percentage eFSM schools

- 38% were in low percentage ALN schools, 32% in medium percentage ALN schools, and 30% in high percentage ALN schools

- 28% were in schools with a low percentage of Black, Asian and minority ethnic learners, 42% in medium percentage ethnic minority schools and 30% in high percentage ethnic minority schools

## Table 2. Number and percentage of learner survey responses by demographic and school-level variables

| Demographic variable | Frequency (number of learners) | % (of learners in sample) | % (of non-missing responses) (ii) | % (of population) |
|---|---|---|---|---|
| **Learner school sector:** | | | | |
| Primary | 439 | 58.0 | 58.0 | 66.0 |
| Secondary and all-through (3-16/18) | 312 | 41.2 | 41.2 | 32.9 |
| PRU | 2 | 0.3 | 0.3 | 0.3 (iii) |
| Special | 4 | 0.5 | 0.5 | 1.1 |
| **School % of learners eFSM: (vi)** | | | | |
| Low | 255 | 33.7 | 33.7 | 30.8 |
| Medium | 318 | 42.0 | 42.0 | 32.7 |
| High | 178 | 23.5 | 23.5 | 32.3 |
| Unknown / No data | 6 | 0.8 | 0.8 | 4.1 |
| **School % of learners with ALN: (vi)** | | | | |
| Low | 285 | 37.6 | 37.6 | 34.1 |
| Medium | 240 | 31.7 | 31.7 | 31.0 |
| High | 226 | 29.9 | 29.9 | 30.8 |
| Unknown / No data | 6 | 0.8 | 0.8 | 4.1 |
| **School % of Black, Asian and minority ethnic learners: (vi)** | | | | |
| Low | 209 | 27.6 | 27.6 | 29.4 |
| Medium | 315 | 41.6 | 41.6 | 34.8 |
| High | 227 | 30.0 | 30.0 | 31.6 |
| Unknown / No data | 6 | 0.8 | 0.8 | 4.1 |
| **School language medium:** | | | | |
| Welsh (iv) | 249 | 32.9 | 32.9 | 23.1 |
| English | 502 | 66.3 | 66.3 | 75.7 |
| Not classified by language medium | 6 | 0.8 | 0.8 | - |
| **Learner Year Group:** | | | | |
| Reception – Year 2 | 155 | 20.5 | 20.5 | 28.1 |
| Year 3 – 6 | 302 | 39.9 | 39.9 | 40.5 |
| Year 7 – 9 | 300 | 39.6 | 39.6 | 31.3 |
| **Whether learner is disabled: (i)** | | | | |
| Yes | 239 | 31.6 | 31.6 | (v) |
| Not sure | 41 | 5.4 | 5.4 | (v) |
| No | 477 | 63.0 | 63.0 | (v) |
| **Whether learner has an IDP: (i) (vi)** | | | | |
| Yes | 120 | 15.9 (vii) | 50.6 | 4.5 |
| Not sure | 0 | 0.00 (vii) | 0.00 | (v) |
| No | 117 | 15.5 (vii) | 49.4 | 95.5 |
| No Response Provided | 520 | 68.7 (vii) | - | - |

| Demographic variable | Frequency (number of learners) | % (of learners in sample) | % (of non-missing responses) (ii) | % (of population) |
|---|---|---|---|---|
| **Learner Home Language (i)** | | | | |
| Welsh | 50 | 6.6 | 8.3 | (v) |
| English | 435 | 57.5 | 72.3 | (v) |
| Welsh & English | 95 | 12.5 | 15.8 | (v) |
| Other Combination | 22 | 2.9 | 3.7 | (v) |
| No Response Provided | 155 | 20.5 | - | - |
| **Learner Gender:** | | | | |
| Boy | 283 | 37.4 | 47.6 | 48.9 |
| Girl | 281 | 37.1 | 47.3 | 51.1 |
| Other | 5 | 0.7 | 0.8 | (v) |
| Prefer not to say | 25 | 3.3 | 4.2 | (v) |
| No Response Provided | 163 | 21.5 | | |
| **Learner Ethnicity: (i)** | | | | |
| White | 590 | 77.9 | 92.9 | 85.5 |
| Minority Ethnicities | 45 | 5.9 | 7.1 | 14.5 |
| No Response Provided | 122 | 16.1 | - | - |
| **Learner FSM eligibility: (i)** | | | | |
| Yes | 68 | 9.0 | 10.2 | 21.6 |
| Not sure | 23 | 3.0 | 3.4 | (v) |
| No | 576 | 76.1 | 86.4 | 78.4 |
| No Response Provided | 90 | 11.9 | | |
| | | | | |

(i) As reported by their parent
(ii) Excluding respondents who provided no response to the demographic variable question
(iii) Based on 1276 learners registered at PRUs in 2023/24 (Source: Educated Other Than at School (EOTAS) census).
(iv) Includes schools formerly categorised as bilingual categories A, B and C / dual-stream / transitional which are now categorised as either Dual-language, Welsh-medium or schools transitioning into those categories, based on categories used in 2023/24 PLASC.
(v) No corresponding population data available
(vi) Population data based on learners aged 5-15 in 2023-24 PLASC
(vii) Only parents who considered their child to be a disabled learner were asked whether their child had an IDP. Percentages in the sample shown are of the whole sample, rather than the percentage who answered the question to enable comparison with the population.

# Parent survey sample

After excluding respondents during data cleaning, the survey received 1094 responses from parents who were determined to have engaged with the survey to a sufficient level to be included in the analysis.

Table 3 shows that around half of the parents who completed the survey (58%) answered based on their experiences as a parent of a primary school learner, with 41% answering based on a secondary school learner and a small minority of parents answering based on their experience as a parent of a child in a PRU or special school.[Footnote 7] It also shows that:

- respondents most frequently noted English as their school language medium and home language

- a minority of parents had children in Reception-Year 2, with approximately 40% of respondents with children in years 3 to 6 and similar for years 7 to 9.

- around one third of respondents, (31%) indicated their child was a disabled learner, of these, however, less than half (48%) had an IDP

- around half of parents said their child was a "Boy" and around half said a "Girl", with a small minority selecting other response options

- where responses were provided for other profile questions, the vast majority reported their ethnicity as "White" and being ineligible for FSM

- a minority of parents had children in high percentage eFSM or ALN schools, or low percentage ethnic minority schools

---

[7] Parents were asked to answer the survey based on their experiences with the child who completed the survey. However, questions on awareness of curriculum change and knowledge about CfW asked parents to respond based on their overall views, which could be based on more than one child or school.

Table 3 presents the detailed unweighted breakdown of parent survey respondent characteristics by demographic characteristics.

**Table 3. Number and percentage of parent survey responses by demographic and school-level variables**

| Demographic variable | Frequency (number of parents) | % (of parents in sample) | % (of non-missing responses) (ii) | % (of population) (iii) |
|---|---|---|---|---|
| **School Sector of parent's child:** | | | | |
| Primary | 634 | 58.0 | 58.0 | 66.0 |
| Secondary and all-through (3-16/18) | 451 | 41.2 | 41.2 | 32.9 |
| PRU | 4 | 0.4 | 0.4 | 0.3 |
| Special | 5 | 0.5 | 0.5 | 1.1 |
| **School % of learners eFSM:** | | | | |
| Low | 390 | 35.6 | 35.6 | 30.8 |
| Medium | 445 | 40.7 | 40.7 | 32.7 |
| High | 250 | 22.9 | 22.9 | 32.3 |
| Unknown | 9 | 0.8 | 0.8 | 4.1 |
| **School % of learners ALN:** | | | | |
| Low | 432 | 39.5 | 39.5 | 34.1 |
| Medium | 350 | 32.0 | 32.0 | 31.0 |
| High | 303 | 27.7 | 27.7 | 30.8 |
| Unknown | 9 | 0.8 | 0.8 | 4.1) |
| **School % of Black, Asian and minority ethnic learners:** | | | | |
| Low | 307 | 28.1 | 28.1 | 29.4 |
| Medium | 427 | 39.0 | 39.0 | 34.8 |
| High | 351 | 32.1 | 32.1 | 31.6 |
| Unknown | 9 | 0.8 | 0.8 | 4.1 |
| **School language medium:** | | | | |
| Welsh (v) | 359 | 32.8 | 32.8 | 23.1 |
| English | 726 | 66.4 | 66.4 | 75.7 |
| Unknown | 9 | 0.8 | 0.8 | - |
| **Learner Year Group: (i)** | | | | |
| Reception – Year 2 | 239 | 21.8 | 21.8 | 28.1 |
| Year 3 – 6 | 425 | 38.8 | 38.8 | 40.5 |
| Year 7 – 9 | 430 | 39.3 | 39.3 | 31.3 |
| **Whether learner is disabled: (i)** | | | | |
| Yes | 341 | 31.2 | 31.2 | (vi) |
| Not sure | 68 | 6.2 | 6.2 | (vi) |
| No | 685 | 62.6 | 62.6 | (vi) |
| **Whether learner has an IDP: (i)** | | | | |
| Yes | 162 | 14.8 (viii) | 47.8 | 4.5 |
| Not sure | 33 | 3.0 (viii) | 9.7 | (vi) |
| No | 144 | 13.2 (viii) | 42.5 | 95.5 |
| No Response Provided | 755 | 69.0 (viii) | | |
| **Learner Home Language: (i)** | | | | |

| Demographic variable | Frequency (number of parents) | % (of parents in sample) | % (of non-missing responses) (ii) | % (of population) (iii) |
|---|---|---|---|---|
| Welsh | 50 | 4.6 | 8.3 | (vi) |
| English | 436 | 39.9 | 72.2 | (vi) |
| Welsh & English | 96 | 8.8 | 15.9 | (vi) |
| Other Combination | 22 | 2.0 | 3.6 | (vi) |
| No Response Provided | 490 | 44.8 | | |
| **Learner Gender:** | | | | |
| Boy | 285 | 26.1 | 47.2 | 48.9 |
| Girl | 286 | 26.1 | 47.4 | 51.1 |
| Other | 5 | 0.5 | 0.8 | (vi) |
| Prefer not to say | 28 | 2.6 | 4.6 | (vi) |
| No Response Provided | 490 | 44.8 | - | - |
| **Learner Ethnicity: (i)** | | | | |
| White | 593 | 54.2 | 92.9 | 85.5 |
| Minority Ethnicities | 45 | 4.1 | 7.1 | 14.5 |
| No Response Provided | 456 | 41.7 | | |
| **Learner FSM eligibility: (i)** | | | | |
| Yes | 68 | 6.2 | 10.1 | 21.6 |
| Not sure | 23 | 2.1 | 3.4 | (vi) |
| No | 580 | 53.0 | 86.4 | 78.4 |
| No Response Provided | 423 | 38.7 | - | - |

(i)     As reported by their parent
(ii)    Excluding respondents who provided no response to the demographic variable question
(iii)   Learner data used for population profile
(iv)    Based on 1276 learners registered at PRUs in 2023/24 (Source: Educated Other Than at School (EOTAS) census).
(v)     Includes schools formerly categorised as bilingual categories A, B and C / dual-stream / transitional which are now categorised as either Dual-language, Welsh-medium or schools transitioning into those categories, based on categories used in 2023/24 PLASC.
(vi)    No corresponding population data available
(vii)   Population data based on learners aged 5-15 in 2023-24 PLASC
(viii)  Only parents who considered their child to be a disabled learner were asked whether their child had an IDP. Percentages in the sample shown are of the whole sample, rather than the percentage who answered the question to enable comparison with the population.

# Quantitative survey analysis

The data presented in the findings sections of this report has been weighted (i.e. adjusted so that the profile of the sample is more representative of the population) according to information on parent and learner characteristics agreed with Welsh Government and set out below. As part of this process, the survey data was reviewed to assess the extent to which responses were missing for each of the survey questions. This was used to determine whether there were a sufficient number of responses to each question that was to be used for weighting the sample or analysing the results according to specific characteristics. To minimise instances of large levels of missing responses leading to

misrepresentation of survey findings, survey respondents were only included in the analysis where at least 50% of survey questions had been answered.[Footnote 8]

Unweighted and weighted descriptive summaries of responses to each question were produced, in the form of frequency counts (i.e. number of responses) and percentages. These were calculated both overall and also broken down according to the characteristics used for weighting the data.

Weighted and unweighted graphs illustrating the proportion of respondents selecting each response option for each survey question were also generated. Throughout this report, the source for each chart is the survey of learners and their parents.

The weighting matrices were created for each of the individual survey questions using school census data from the 2024 Pupil-level Annual School Census (PLASC). The sample was weighted using the school-level characteristics listed below which were matched to the name of the school selected by respondents using secondary data from the 2024 PLASC. This ensured that the factors used for weighting the sample did not rely upon respondents completing every question in the survey and the weighting process was not skewed by missing data. The weighting variables utilised were:

- language-medium of school (Welsh/English/Unknown)

- sector of school (Primary/Secondary and all-through (3-16/18)/PRU/Special)

- region of school (north/mid and west/central south/south-east)

- percentage of learners eFSM in school (Low/Med/High)

- percentage of learners with ALN in school (Low/Med/High)

- percentage of Black, Asian or minority ethnic learners in school (Low/Med/High)

For each combination of the above variables, the weightings matrix evaluated:

- population frequencies for the given combination of variables

- achieved sample frequencies for the given combination of variables

---

[8] Profile questions were excluded from this process, so respondents had to have answered 50% of the questions which asked for their views on an aspect of their education or child's education.

41

- weight for the given combination of variables as population frequency divided by sample frequency

A series of inferential tests were conducted to check whether there were noteworthy differences in responses between different respondent groups (e.g. primary and secondary school learners). As results were weighted, the findings reflect the results that would be expected from a nationally representative sample. As such, the survey findings can be considered noteworthy despite the actual survey respondents not being representative of the population. Where the outcome variable is ordinal (i.e. where there was a clear order to the response options), any "Not sure" responses were recoded to align with the central option on the scale (e.g. "Neither agree nor disagree". The demographic variables for which differences in responses were analysed included:

- school language medium (English/Welsh)

- school sector (Primary/Secondary)

- percentage of learners eFSM in school (High/Med/Low)

- percentage of learners with ALN in school (High/Med/Low)

- school region (north/mid and west/central south/south-east)

- disabled learner (Yes/No)

- learners with an Individual Development Plan (IDP) (Yes/No)[Footnote 9]

- learner home language (English/Welsh/Other)

- learner ethnicity

Noteworthy differences identified by the tests or regression models were determined as those with p-values below 0.05. Further detail on the tests used is included in technical report Annex B.

---

[9] Only parents of disabled learners (those whose parents answered 'Yes' in response to the question in the survey that asked whether they believed their child had learning difficulties or disabilities that make it harder for their child to learn) were asked whether their child had an IDP. In the findings of this report, '(parents of) learners without an IDP' refers to disabled learners and their parents who said their child did not have an IDP and non-disabled learners and their parents.

# Presentation of quantitative findings

Throughout this report, the following descriptors are used to report on the weighted percentage of respondents who provided specific responses to questions.

**Table 4. Descriptors used for reporting on percentages of respondents in this report**

| Percentage of respondents | Description |
|---|---|
| 85%+ | The vast majority |
| 59-84% | The majority |
| 42-58% | Around half |
| 15-41% | A minority |
| Below 15% | A small minority |

Note that, unless stated otherwise, all data presented in the report is based on weighted values i.e. what the sample would look like if it were nationally representative according to the criteria used for weighting. This is to ensure that findings presented do not over- or under- represent the views of one particular population group. Sample sizes are not shown under each chart because the number responding to each statement within a question varied. Furthermore, the charts presented in this report are based on weighted rather than actual numbers of responses, which means that the raw number of respondents do not relate directly to the percentages in the charts. Data tables are presented in Annex F showing the actual and weighted numbers of respondents.

Only notable differences between subgroups are discussed in this report due to the quantity of variables examined; therefore, **all** group differences discussed are noteworthy differences, and we do not restate this before each difference. Notable differences are defined as those indicated to be statistically significant at the 5% level in the inferential tests, but given the non-probability sample of respondents and the infeasibility of accounting for all sources of bias in the sample (even when weighting), they are not reported as statistically significant. Similarly, all notable subgroup differences are mentioned in the relevant section. As the regression models only include complete cases, i.e. individuals who have data available for the question statement and demographic group being reported on, the cohort included in the analysis is a subgroup of all the respondents who provided a response to the individual question. As such, the percentage of respondents in each

subgroup of a significant demographic variable is not presented in the summaries of significant findings so as to avoid misrepresenting the group on which the significant findings are based.

Throughout the text of this report, the varying strengths of positive and negative responses to a statement may be aggregated and reported as single proportion/percentage of the total responses. For example, where 10% of respondents select "Strongly agree" and 15% select "Agree" this may be reported as 25% of respondents indicated some level of agreement with the statement.

Charts throughout this report show the percentage of respondents selecting each response option, although values below 5% are not shown for reasons of space. For descriptive summaries and graphs, the "Not applicable" and "Not sure" responses are presented as distinct response options, however for the inferential (sub-group) analysis, these responses were combined along with any other neutral response such as "Neither agree nor disagree".

Although age-appropriate variations of questions were used for learners of different ages, responses for all learners were aggregated in the findings. For example, this means responses to the question presented to Reception to Year 2 learners was combined with responses to the question shown to Year 3 to 6 learners and Year 7 to 9 learners. In order to do this, responses from older year groups were simplified to match the "Yes"/"No"/"Not sure" response options for the youngest learners.

## Qualitative survey analysis

A systematic approach was used to analyse the qualitative data from parents' responses to the open-text questions. This allowed structured analysis of the responses and consideration of issues that emerged from the data itself and may not have been previously considered. A sample of responses to each open-text question was initially reviewed and up to five thematic 'codes' (e.g. "good communication with school") were assigned to each response independently by at least two researchers. These codes were based on the researcher's interpretation of the response. Researchers' sets of initial codes were then compared and discussed to agree on the main points emerging from the evidence, and this informed the coding of remaining responses and subsequent analysis. In relevant sections of this report, the number of parents who completed each open-text question is presented followed by the main points raised based on this process. In all cases, points were raised by a minority or a small minority of respondents.

Responses to open-text questions are presented in relevant sections of this report, with each relevant section noting how many respondents chose to provide comments under each question. Overall, the open-text responses tended to include more references to the perceived issues and challenges parents were facing in relation to their child's education, compared with responses to the closed questions. However, in interpreting these findings it is important to consider that fewer respondents completed the open-text questions compared to the closed questions and therefore these responses should not be viewed as being representative of all respondents.

# Understanding relationships in the theory of change

The range of descriptive and inferential analysis above is on a question-by-question basis, with no statistical techniques yet employed to consider trends or relationships between questions. However, the theory of change (ToC) underpinning the curriculum and assessment reforms is founded on the relationship between concepts and topics that relate to many of the statements and questions. For example, a well-designed school curriculum with learners at the centre is theorised to lead to improved outcomes for learners in the ToC.

Understanding the relationship between responses to different statements in the survey is therefore necessary when trying to determine how, or if, parts of the ToC are working as expected. Knowing this is useful as it can allow for identification of any parts of the ToC that do not appear to be working as expected in practice.

Complex statistical techniques known as factor analysis (FA) and structural equation modelling (SEM) were used to investigate the relationship between responses to many different statements. These are described below.

# Factor analysis

FA uses statistics to check that the questions which are expected to correlate together do so. The process of examining whether there are correlations based on an existing hypothesis is known as confirmatory factor analysis (CFA). Exploratory factor analysis (EFA), on the other hand, allows for correlations to emerge from any combination of factors as the analysis is conducted. In this instance, there are several hypothesised relationships between components in the ToC, which were reflected in the factors created (such as wellbeing) and so CFA was used.

To run a confirmatory factor analysis, it is necessary to 'map' questions onto the factors they relate to, for example by identifying a series of statements linked to a factor "Opportunity for parents' collaboration on curriculum design" to explore aspects of this factor such as parents' opportunities to:

- share their ideas about what or how their child learns at school

- give feedback on the school's curriculum

- hear about how they could support their child's learning

- contribute their experience or expertise to support their teaching and learning

This mapping process needs to be undertaken before it is possible to verify whether questions under a given factor correlate together as anticipated. This mapping was established based, in some cases, on questions from previous surveys. For example, questions on learner wellbeing drew on the Stirling Children's Wellbeing Scale (Liddle & Carter, 2010), questions on learner trust in school drew on the work of Adams and Forsyth (2004) (see Annex C for further details) and questions on progress towards the four purposes drew on the descriptions of the four purposes in Welsh Government publications.. In some cases, questions were replicated, and in other cases adaptations were made for use in the context of CfW. The question statements mapped against each factor in our analysis are set out in Annex C.

After mapping the statements onto factors, the statistical software R was used to produce factor loadings for each individual statement. All FA and SEM models were fit in the software, using the package lavaan (Rosseel, 2012). The only modifications to package defaults were the use of full information maximum likelihood estimation to handle missing data, and weighting the analysis using the same approach discussed above for all other analysis.

## Structural equation modelling (SEM)

In addition to the hypothesised relationships between components, which were reflected in the creation of factors, the ToC also included hypothesised relationships between factors. SEM is an extension of FA which allows relationships between factors to be investigated. Each individual relationship between factors of interest is investigated using a regression - a

statistical method used to examine patterns in the data and estimate the strength and direction of the relationship between factors that are assumed to influence each other. This regression produces a 'path coefficient' as an output that can be interpreted in a manner similar to correlation. SEM path coefficients of +/- 0-0.5 indicate weak to moderate correlations while coefficients of +/- 0.5-1 indicate moderate to strong correlations, which suggests a relationship between variables, but not necessarily causation. In this report, the terminology 'correlated with' is used, rather than 'predicted by' which is also commonly used in this type of analysis, when describing the path coefficients.

Broadly, exactly the same data was used for the FA and SEM analysis as for the other analysis detailed above. The only exception to this was, if participants responded "not sure" or "not applicable" to a question which had an implied order (such as a question with responses ranging from "extremely confident" to "not at all confident"), then these responses were recoded as missing for the purpose of the FA and SEM. This was because FA and SEM need the entire variable to be treated as having an implied order in order to fit the models.

During the FA process, missing survey responses posed a challenge for assessing whether the data fit each model. To address this issue, full information maximum likelihood estimation was used to handle missing data within the model without imputing values. When possible, models would be run on complete cases only, rather than using robust information maximum likelihood to handle missing data. Upon a review of missingness, this was feasible for all bar one SEM, because of high completion rates overall that did not attrition the dataset too substantially.

Relationships between factors in each posited SEM model were then examined to assess the fit of each model. Where multiple SEMs were investigated for a given hypothesis, the best fitting model was selected to report on in full in this report, though we note for reference the key fit statistics of less successful models. This is because the aim of the SEMs is to best describe the processes around the curriculum and assessment.

More detail on the SEM approach is included in Part E and Annex D.

Broadly, the relationship investigated for the learner survey was whether **collaboration on curriculum design**, **learner trust in school**, and **learner wellbeing** were related to **learners' perception of progress towards the four purposes**. This is illustrated in Figure 1 below.

**Figure 1. Assumed relationship between learners' perceptions of progress towards the four purposes and collaboration on curriculum design, trust in school, and wellbeing**
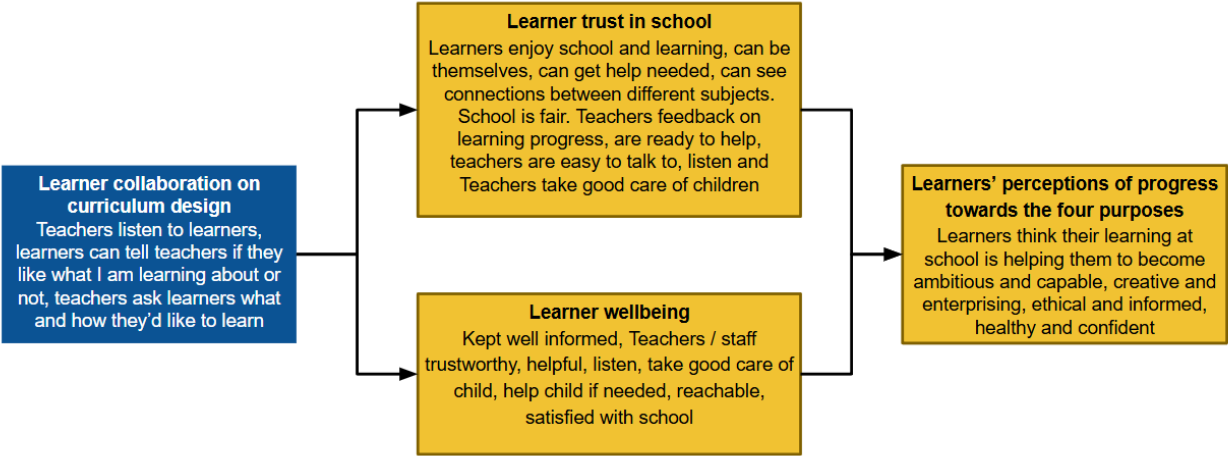


For the parent survey, four slightly different SEM models explaining the relationship between factors were posited, see Figure 2. Each of these four models was examined to see how well the data correlated with the assumed relationships, and the best fitting selected as the 'best' model that explains more of the patterns seen in the data than the others. That said, in each model the relationship investigated was whether **parents' perceptions of progress towards the four purposes** can be predicted by some combination of **opportunity for collaboration on curriculum design**, **promotion of parent agency** and **parent trust in school**. Each of these was either an activity or an outcome in the ToC.[Footnote 10]

---

[10] Parents' **satisfaction with information (**related to short term outcomes in the ToC) was also explored but is not depicted in the above diagram because it was not part of the 'best' model.

**Figure 2. Assumed relationship between parents' perceptions of progress towards the four purposes and different combinations of opportunity for collaboration on curriculum design, promotion of parent agency and parent trust in school**
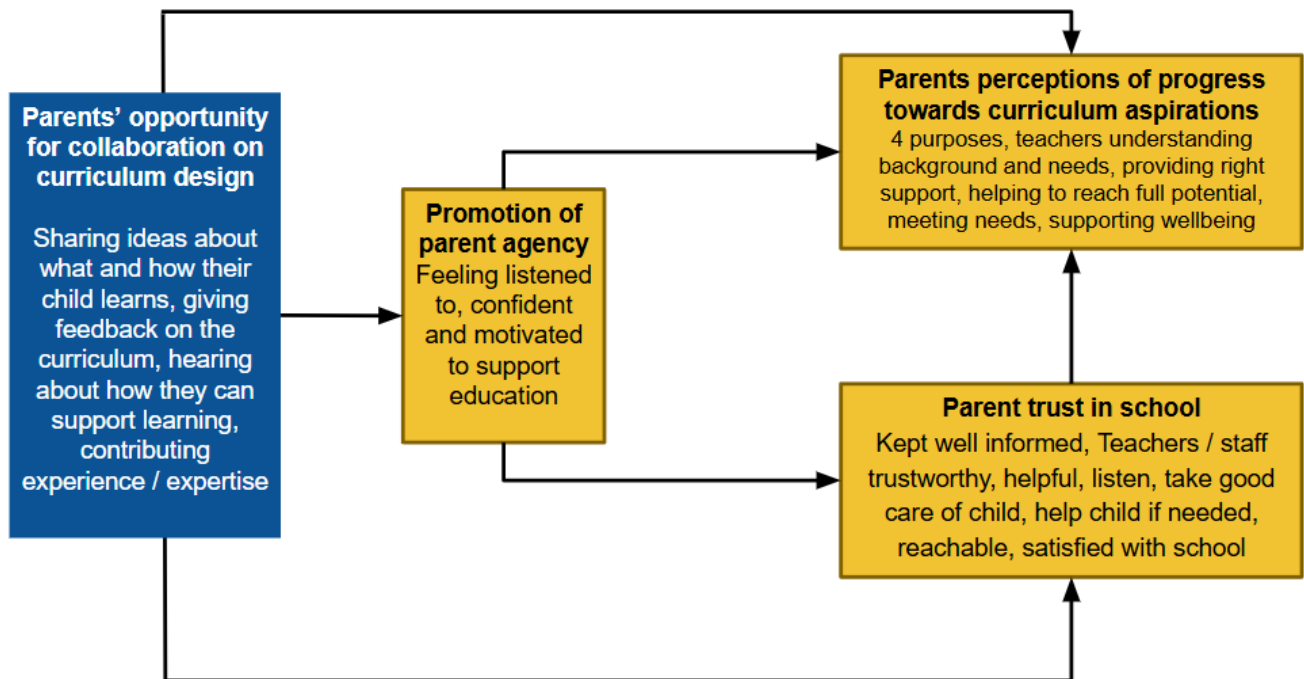


## Methodological limitations

In interpreting the findings presented in this report, it is important to bear in mind some of the limitations of the methodology.

It is important to acknowledge the risk of selection bias among the sample of respondents that engaged in the survey. Respondents who were more engaged in their child's education or in the implementation of the curriculum may have been more inclined to complete the survey. For example, a minority of parents indicated in their open-text responses that they worked in the education sector, which may have made them more likely than other parents to complete the survey. Equally, those less engaged in their child's education may have been less likely to complete the survey, and respondents who were not satisfied with their child's education may have considered the research to be an opportunity to highlight any issues they were facing. The evaluation sought to mitigate this risk by targeting parents who were under-represented in the sample (based on the quotas set within the strata in the sampling framework) to boost responses from these groups.

Respondents below Reception age were not included in the survey because, even with parental help, it was felt that most children that age would find it too difficult to answer reliably. This means the views of learners aged 3-4 years old receiving nursery education in schools or non-maintained nursery education settings were not included.

For some survey questions, multiple neutral response options were presented, for example for a single statement respondents could choose from "Not sure", "Neither agree nor disagree" or "Not applicable" in addition to the explicitly positive or negative response options. In some of the analysis, these neutral response options have been combined, for example, respondents selecting "Not sure" have been grouped with those selecting "Neither agree nor disagree". This means that there was a potential loss of nuance where the response options that were combined represented different things.

To ensure age-appropriate phrasing, questions were tailored by year group. However, responses were aggregated to enable analysis across all learners and comparisons between primary and secondary cohorts. This simplification means there was a loss of detail in the responses included in analyses for some learners and so potential trends or differences in responses may no longer have been identified.

As the survey was promoted via social media, the risk of receiving responses from individuals who fell outside the target audience was higher than in a survey distributed to a closed list of respondents. Some mitigation measures were taken in the questionnaire design and then in the subsequent data cleaning to exclude or limit the likelihood of such respondents.

The sample achieved was not fully representative of the population with, for example, learners who were eligible for FSM and Black, Asian and minority ethnic learners, and their parents, under-represented compared to the survey population. The levels of missing responses to some demographic characteristics meant it was not possible to weight the sample according to individual characteristics. To mitigate this, school-based characteristics were used for weighting.

The sample of learners eligible for FSM and their parents was not sufficiently large to enable comparisons between learners eligible for FSM and those not eligible for FSM (and their parents).

# 4. Part A: Overview of findings

This section provides an overview of the findings set out in Parts C and D.

## Learners

### Learners' overall views on school

The majority of learners indicated that teachers helped them understand when they were getting better at learning, that they really enjoyed going to school and enjoyed what they were learning at school. Learners responded less positively when asked if they got all the help they needed at school and that school was fair for everyone, with around half agreeing with these statements. Around half of learners indicated that felt they could be themselves at school (this was asked of Years 3 to 9 only), and a minority indicated that they could see the connections between the different subjects they were learning about at school (this was asked of Years 7 to 9 only).

### Learners' involvement in curriculum design

When asked questions relating to their involvement in aspects of curriculum design, around half of learners agreed that teachers listened to them and they could tell teachers if they liked what they were learning about. A minority of learners indicated they were asked what they would like to learn and how they would like to learn, with around half of respondents disagreeing (only Years 3 to 9 learners were asked these questions about what and how they would like to learn).

### Learners' perceived progress towards the four purposes

The majority of learners agreed their learning at school was helping them progress towards most aspects of the four purposes. The only exceptions to this were around half of learners agreeing that their learning at school was helping them to become ambitious (this was asked of Year 3 to 9 only), and a minority of learners agreeing their learning was helping them become ethical and informed (this was asked of Year 7 to 9 only).

### Learners' use of Welsh

The majority of learners in Welsh-medium schools felt confident using Welsh and indicated that they used Welsh outside the classroom. Responses were more evenly split in English-medium schools: a minority of learners each agreed, disagreed and gave a neutral response when asked whether they felt confident using Welsh. Around half of learners in

51

English-medium schools indicated that they did not use Welsh outside the classroom and a minority indicated that they did.

## Learners' satisfaction with school

In response to questions about their satisfaction with school, the majority of learners agreed that teachers and staff take good care of children, were always ready to help and were easy to talk to while around half of learners agreed that teachers and staff really listen to children. A minority disagreed with the statements on each of these aspects of learner satisfaction with school.

## Learners' wellbeing

When asked about aspects of their own wellbeing, the vast majority of learners reported that they felt they were good at some things and that they thought lots of people cared about them. The majority of learners agreed that they thought good things would happen in their life, that there were many things they could be proud of, that they had been in a good mood and that they had been getting on well with people.

## Trends within learners' responses

Learners in primary schools expressed more positive views than those in secondary schools against a range of topics including some of their overall views on school, their satisfaction with aspects of teaching and learning and their wellbeing. Their responses also indicated that they felt more involved in aspects of curriculum design with, for example, higher percentages of primary, compared with secondary, learners reporting that teachers listened to them and that they could tell teachers if they liked what they were learning about or not. Primary learners were also more likely than those in secondary schools to perceive that their learning at school was helping them to make progress towards the four purposes.

Non-disabled learners generally expressed more positive views than disabled learners across most topics including the curriculum and their education overall, including their satisfaction with aspects of teaching and learning and their own wellbeing. Non-disabled learners were also more likely than disabled learners to perceive that their learning at school was helping them make progress towards the four purposes. "Disabled learner" refers to any learner whose parents answered 'Yes' in response to the survey question that asked whether they believed their child had learning difficulties or disabilities that make it harder for their child to learn.

While Black, Asian and minority ethnic learners had more positive views than white learners on a few aspects of their learning and experiences of school, no clear trend was discernible.

There was no clear trend in the responses of learners with IDPs compared to those without IDPs; in some cases, learners with IDPs had more positive views and in others those without IDPs expressed more positive views. Only parents of disabled learners were asked whether their child had an IDP. In the findings of this report, "learners without an IDP" refers to disabled learners and their parents who said their child did not have an IDP and non-disabled learners and their parents.

Learners with a home language of Welsh were more likely than those with a home language of English, both English and Welsh and other languages to agree that:

- their learning at school was helping them progress towards most aspects of the four purposes

- they were confident using Welsh and that they used Welsh outside the classroom

Learners in schools with a medium percentage of learners with ALN were more likely than those in schools with a high or low percentage of learners with ALN to agree that their learning at school was helping them progress towards several aspects of the four purposes and to be confident using Welsh.

There was no clear trend in terms of the views of learners in Welsh-medium compared with English-medium schools and no clear pattern when comparing the responses of learners from schools with high, medium and low percentages of Black, Asian and minority ethnic learners and learners eligible for FSM.

# Parents
## Parents' awareness of curriculum change

In terms of parental awareness of CfW, the majority of parents indicated they had some overall awareness of the curriculum and its focus on the four purposes. A minority of parents indicated no awareness at all. Around half of parents who had some overall awareness of the CfW reported that the source of their awareness of the CfW was information shared by their child's school; a minority of parents reported receiving information on CfW online (e.g. Welsh Government website and Hwb, news website, school

website) or through the media, with a small minority reporting their child or fellow parents as a source of information.

**Parents' knowledge about curriculum change**

The majority of parents reported they knew that the CfW was focused on knowledge and skills, providing a broad and balanced education and providing real-life experiences. For each of these elements, a minority of respondents indicated a lack of knowledge.

**Parents' involvement in curriculum design**

Findings indicate that the majority of parents have had an opportunity to hear about how to support their child's learning and around half indicated they have had an opportunity to share their ideas about how their child learns at school. A minority reported having had an opportunity to give feedback on the school curriculum, share ideas about what their child learns at school or contribute their experiences or expertise.

**Parent agency**

The majority of parents agreed that their child's school involved them in discussions about curriculum in ways that made them feel motivated to support the education their child was receiving. Around half of parents felt that these discussions made them feel confident in their child's education. A minority of parents felt that such discussions made them feel listened to. Across all statements, a minority of respondents indicated some degree of disagreement.

**Parents' perceptions of progress towards curriculum aspirations**

Around half of parents indicated that they were confident that the curriculum, teaching and learning at their child's school was helping their child to become healthy and confident, ethical and informed, enterprising and creative and ambitious and capable. Around half of parents agreed that their child's education was supporting their wellbeing, was meeting their child's needs and helping them to them reach their full potential. Around half of parents also agreed that their child's teachers understood their child's background, ability and individual needs and that they provided the right support to enable their child to make progress. A minority of parents disagreed with each of these statements.

**Parents' confidence in the school curriculum**

The findings show that around half of parents agreed that the school curriculum was preparing their child for their next steps in education but only a minority agreed that the school curriculum was preparing their child for work or life more generally.

**Parents' satisfaction with their child's school**

In terms of satisfaction with teachers and staff at their child's school, the majority of parents agreed that teachers and school staff took good care of their child, were helpful and were trustworthy. A majority also indicated that they could reach their child's teachers easily and that teachers and staff listened to them if they had a concern. Around half of parents indicated they agreed that their child received extra help if needed, that they were kept well-informed by the school and that they were satisfied with their child's school. For all eight statements relating to satisfaction with their child's school, a minority of parents indicated a level of disagreement.

**Parents' satisfaction with information about their child's progress**

Around half of parents reported being satisfied with the information they received on their child's overall progress and progress in numeracy and literacy. Only parents of secondary school learners were asked the extent to which they were satisfied with the information received about their child's progress in Welsh. A minority indicated that they were satisfied with this information. A minority of parents reported being dissatisfied with the information they had received about each of these aspects of their child's progress.

Around half of parents agreed that they were satisfied with how they received information about their child's progress as well as how often they received information about their child's progress.

**Parents' overall view on the CfW and confidence in their child's education**

Around half of respondents were either somewhat or very supportive of the CfW overall and a minority were either not supportive or somewhat unsupportive of the CfW. The majority of parents reported they were either somewhat or completely confident in the standard of their child's education.

**Further information, most beneficial elements and concerns**

When asked to comment on what one thing they would like to know more about the CfW, a minority of parents commented that they would like to know more about what their child was being taught at school, how their child's school curriculum was planned and how decisions were made about it. Others wanted to know how the CfW was being tailored to meet the needs of their child and how their child's progression would be measured.

When asked to comment on the most beneficial aspects of the school's curriculum, a minority of parents said the focus on health and wellbeing, the cross-curricular skills, a greater variety of learning experiences or other specific aspects of the CfW (for example, the four purposes, making connections between subjects and the focus on diversity and the Welsh context). A minority didn't think any aspects of the curriculum would benefit learners but raised concerns about CfW.

When asked what worried parents most about the school's curriculum, a minority commented that the curriculum and education was not tailored sufficiently to meet their child's individual needs. Others expressed concerns about what is taught as part of the school curriculum, that the CfW was too vague and open to interpretation or that schools lacked the resources to implement the curriculum effectively. A minority said they lacked awareness, knowledge or understanding of the CfW while others were concerned about the quality of their child's education, including concerns about their child's ALN and the support available to help them learn. Other parents expressed concerns about assessment, qualifications and transition from compulsory education to post-16 learning.

**Trends within parents' responses**

In a similar vein to learners, parents of primary school children and parents of non-disabled children were consistently more positive than those of secondary learners and disabled children respectively across most survey questions. This included their views on opportunities to be involved in curriculum design as well as perceptions of their child's progress towards curriculum aspirations and overall satisfaction with their child's school.

Parents of learners with IDPs expressed more positive views than those of learners without IDPs in relation to their opportunities for involvement in some aspects of curriculum design, their perceptions of progress towards curriculum aspirations and their confidence in their child's education.

Parents of learners in Welsh-medium schools had more positive views than those in English-medium schools on some aspects of the curriculum and their child's education. Parents of learners in Welsh-medium schools indicated greater levels of awareness and knowledge of CfW, more opportunities for involvement in some aspects of curriculum design, higher levels of satisfaction and overall confidence in their child's education as well as being more likely to be supportive of CfW. Parents of learners whose home language was Welsh tended to have more positive views than those whose home language was

English only, specifically in relation to perceptions of progress towards the four purposes, satisfaction with school and satisfaction with the information received about their child's progress.

There was no clear trend in the responses from parents of minority ethnic learners, parents of learners from schools with high, medium and low percentages of Black, Asian and minority ethnic learners, learners eligible for FSM or learners with ALN.

## Comparing the views of learners and their parents

Parents and learners were asked different, though related, survey questions across several themes. Parents had similar views to learners in relation to collaboration or involvement in the curriculum. Meanwhile, learners had more positive views than parents in relation to wellbeing, getting all the help they need, satisfaction with, or enjoyment, of school, feeling informed about learners' progress, school helping learners reach their full potential and progress towards the four purposes. Parents had more positive views than learners in relation to feeling listened to by staff and teachers.

## Exploring relationships between survey variables

Complex statistical techniques, namely Factor Analysis (FA) and Structural Equation Modelling (SEM), were used to explore relationships between grouped sets of questions (factors) in the survey to examine the strength of relationships between these. Two hypothesised models were tested: a "Learner model" and a "Parent model". These models were based on some of the relationships set out in the ToC for the curriculum and assessment reforms.

The "Learner model" hypothesised that the levels of learners' collaboration on curriculum design, their trust in school and wellbeing would impact learners' perceptions of their progress towards the four purposes. Each of these factors were either medium-term outcomes or activities in the ToC. The findings showed that learner collaboration on curriculum design was extremely strongly related to learner trust in school, and moderately related to learner wellbeing. Findings also showed that learner trust in school was strongly related to learners' perceptions of progress towards the four purposes, and that learner

wellbeing was weakly related to learners' perceptions of progress towards the four purposes.

The "Parent model" hypothesised that levels of opportunity for parents to collaborate on curriculum design, promotion of parents' agency by schools and parents' levels of trust in schools would impact parents' perceptions of progress towards curriculum aspirations. Each of these factors were either medium-term outcomes or activities in the ToC. The findings showed that the level of opportunity for parents' collaboration on curriculum design was strongly related to the promotion of parent agency by schools but weakly related to parents' levels of trust in school. Findings also showed that the promotion of parent agency by schools was extremely strongly related to parents' levels of trust in school and also strongly related to parents' perceptions of progress towards curriculum aspirations.

These relationships, and other survey findings, could be further explored in the next iteration of the survey, planned at a later stage of the evaluation.

# 5. Part B Detailed findings of the survey of learners

Where required, different age-appropriate variations of a question were presented to learners in Reception to Year 2, Years 3 to 6 and Years 7 to 9.[Footnote 11] The response options also differed depending on the year groups of learners, with Reception to Year 2 learners able to choose from "No", "Not sure" and "Yes" responses, while Year 3 to 9 learners selected responses ranging from "Really disagree" to "Really Agree".[Footnote 12] "Yes", "Agree" and "Really agree" responses have been aggregated in a single "Agree" category and "No"/"Disagree"/"Really disagree" responses into a single "Disagree" category throughout this report. Furthermore, "Not sure" and "Don't agree or disagree" responses were also combined in a "Neutral" category. Full disaggregated results are shown in the data tables in Annex F.

## Learners' overall views on school

Learner survey respondents (learners) were asked to what extent they agreed with a series of statements about their overall views on school.

---

[11] As noted in Chapter 2 the learners surveyed were between Reception and Year 9, as these were the year groups being taught under the CfW at the time of the survey fieldwork.
[12] The responses shown were "Really agree", "Agree", "Don't agree or disagree", "Disagree" and "Really disagree".

The following statements were presented to learners in all year groups:

- "I really enjoy going to school"

- "I really enjoy what I'm learning at school"

- "I get all the help I need at school"

- "I think that school is fair for everyone"

- "My teachers help me understand when I have done well or moved forward in my learning" (Reception to Year 2 learners saw the alternate phrasing: "My teachers help me understand when I am getting better at learning")

Year 3 to 9 learners only were also presented with the following statements:

- "I feel I can be myself at school"

  The following statement was presented only to Year 7 to 9 learners:

- "I can see the connections between the different subjects I learn about at school"

**Summary findings: learners' overall views on school**

- The majority of learners indicated that their teachers helped them understand when they were getting better at learning as well as reporting that they really enjoyed going to school and what they were learning at school

- Around half of learners felt they could be themselves at school (only Year 3 to 9 learners were asked this question), that they got all the help they needed at school and that school was fair for everyone

- A minority of Year 7 to 9 learners indicated that they could see the connections between the different subjects they were learning about at school

**Findings: learners' overall views on school**

The majority of learners indicated their agreement with the following statements:

59

- "My teachers help me understand when I am getting better at learning" (67% agreed, 15% disagreed)

- "I really enjoy going to school" (66% agreed, 24% disagreed)

- "I really enjoy what I'm learning at school" (63% agreed, 19% disagreed)

Around half of learners indicated their agreement with the following statements:

- "I feel I can be myself at school" (58% of Year 3 to 9 learners agreed, 29% disagreed)

- "I get all the help I need at school" (51% agreed, 26% disagreed)

- "I think that school is fair for everyone" (47% agreed, 34% disagreed)

A minority of Year 7 to 9 learners (31%) indicated agreement with the statement "I can see the connections between the different subjects I learn about at school", with around half (45%) disagreeing and a further minority (24%) selecting the neutral response.

## Figure 3. Learners' overall views on school

Reception to Year 2 Learners' responses to the question: "What do you think about the following statements?"
Year 3 to 9 Learners' responses to the question: "Do you agree or disagree with the following statements?"*

Legend: ■ Agree ■ Neutral ■ Disagree

| Statement | Agree | Neutral | Disagree |
|---|---|---|---|
| My teachers help me understand when I am getting better at learning | 67 | 18 | 15 |
| I really enjoy going to school | 66 | 10 | 24 |
| I really enjoy what I'm learning at school | 63 | 18 | 19 |
| I feel I can be myself at school (Yr 3-9) | 58 | 13 | 29 |
| I get all the help I need at school | 51 | 23 | 26 |
| I think that school is fair for everyone | 47 | 19 | 34 |
| I can see the connections between the different subjects I learn about at school (Yr 7-9) | 31 | 24 | 45 |

Percentage of Responses (%)
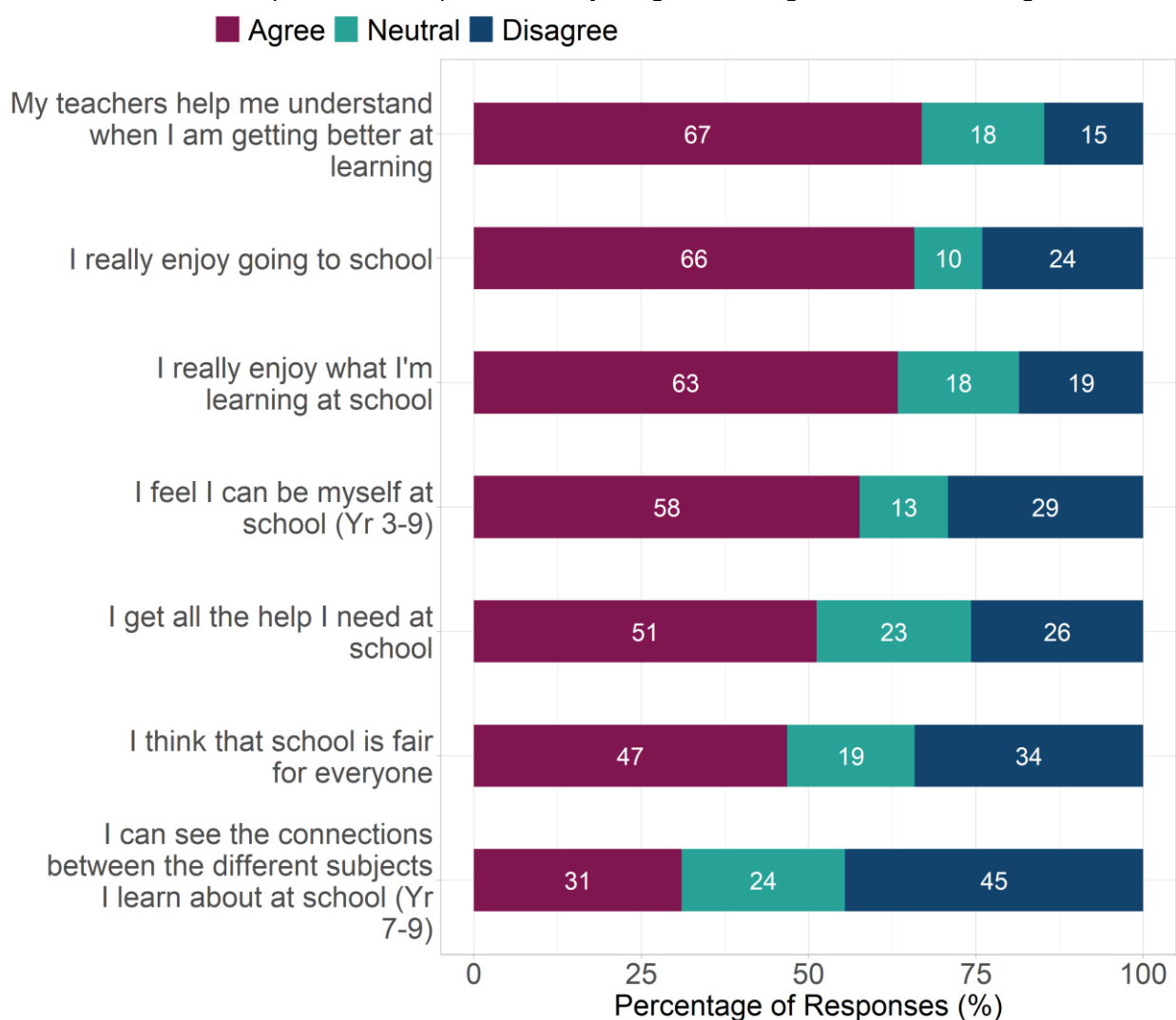
*For Year 3-9 learners, "Really agree" and "Agree response options have been aggregated and re-coded as "Agree"; "Really disagree" and "Disagree" have been re-coded as "Disagree". For Reception to Year 2 learners, "Yes" has been re-coded as "Agree" and "No" re-coded as "Disagree". "Not sure" (Reception to Year 2 learners) and "Don't agree or disagree" (Year 3 to 6 learners) responses have been aggregated and re-coded as "Neutral".

Notable differences between learner responses with different characteristics are outlined below. The approach used to identify notable differences is outlined in Chapter 2.

For the statement "I really enjoy what I'm learning at school", responses were more positive for primary school learners compared to secondary school learners. Responses were also

more positive for non-disabled learners compared to disabled learners and for learners from the central south compared to those from the mid & west region.

For the statement "I really enjoy going to school", differences in learner responses included:

- primary school learners were more positive compared to secondary school learners

- non-disabled learners were more positive compared to disabled learners

- learners from low and medium percentage eFSM schools were more positive compared to learners from high percentage eFSM schools

- minority ethnic learners were more positive compared to those from white ethnic groups

For the statement "I get all the help I need at school", responses were more positive for non-disabled learners compared to disabled learners. Responses were also more positive for learners with an IDP compared to those without an IDP.[Footnote 13]

For the statement "I think school is fair for everyone", differences in learner responses included:

- primary school learners were more positive compared to secondary school learners

- non-disabled learners were more positive compared to disabled learners

- learners from schools with a medium percentage of learners with ALN were more positive compared to those from schools with a high percentage of learners with ALN

- learners with a home language of solely English, Welsh or both English and Welsh were more positive than those with other home languages

For the statement "My teachers help me understand when I am getting better at learning", responses were more positive for primary school learners compared to secondary school learners. Responses were also more positive non-disabled learners compared to those disabled learners and for learners from the central south compared to the north. Secondary

---

[13] The question relating to learners' disabilities was based on parents' perception of whether their child had learning difficulties or disabilities. The question on IDPs asked parents whether their child had an IDP document which is a statutory document provided to those determined to have ALN. Those without an IDP refers to all those without an IDP, regardless of whether or not their parents reported that they were disabled.

school respondents from the north region were more positive compared to those from the mid & west region.

For the statement seen by year 3 to 9 learners, "I feel I can be myself at school", responses were more positive for non-disabled learners compared to disabled learners. Responses were also more positive for minority ethnic learners compared to those from white ethnic groups. Responses from learners at schools with a low percentage of learners with ALN were more positive compared to those from learners at schools with a high percentage of learners with ALN.

For the statement seen only by secondary aged learners, "I can see the connections between the different subjects I learn about at school", responses were more positive for those with a home language of solely English, Welsh or both English and Welsh compared to those with other home languages. Responses were also more positive for those in English-medium schools compared to those at a Welsh-medium schools and more positive for learners in the central south compared to those in the south east.

# Learners' involvement in curriculum design

Learners were asked to what extent they agreed with a series of statements about their involvement in curriculum design. Questions and response options varied depending on the year group of the learner, with response options including "No", "Not sure" and "Yes" for Reception to Year 2 learners and ranging from "Really agree" to "Really disagree" for Year 3-9 learners.

Statements presented to learners in all year groups were:

- "Teachers at school listen to me"

- "I can tell teachers if I like what I am learning about or not"

Statements presented to learners in Years 3 to 9 were:

- "Teachers ask me what I'd like to learn about"

- "Teachers ask me how I'd like to learn"


### Summary findings: learners' involvement in curriculum design

- Around half of learners agreed that teachers listened to them and they could tell teachers if they liked what they were learning about, with a minority of respondents disagreeing with these statements

- For the statements seen by Year 3 to 9 learners only, a minority agreed that they were asked what they would like to learn and how they would like to learn, with around half of respondents disagreeing with these statements

### Findings: learners' involvement in curriculum design

Around half of learners indicated their agreement with the following statements:

- "Teachers at school listen to me" (58% agreed, 23% disagreed)

- "I can tell teachers if I like what I am learning about or not (50% agreed, 28% disagreed)
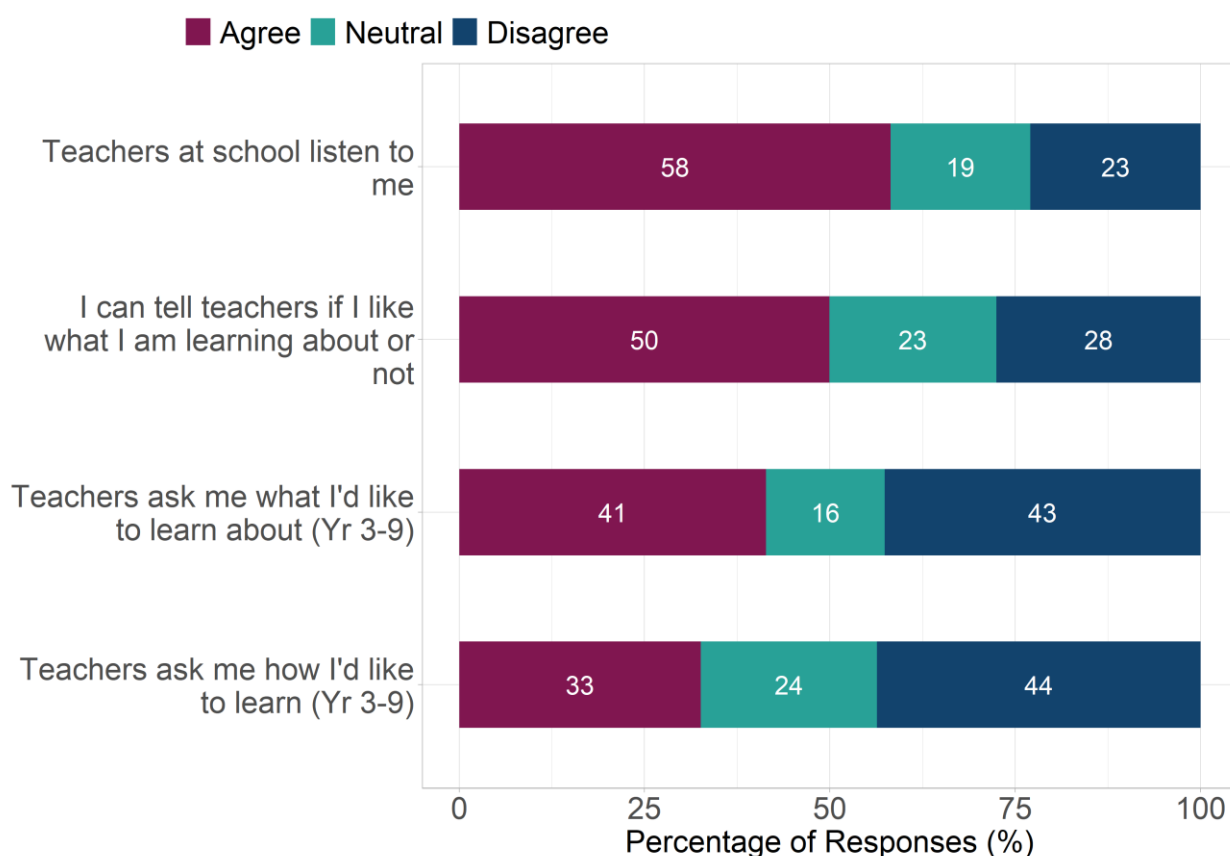
A minority of Year 3 to 9 learners indicated their agreement with the following statements:

- "Teachers ask me what I'd like to learn about" (41% agreed, 43% disagreed)

- "Teachers ask me how I'd like to learn" (33% agreed, 44% disagree

**Figure 4. Learners' views on their involvement in curriculum design**

Reception to Year 2 Learners' responses to the question: "What do you think about the following statements?"

Year 3 to 9 Learners' responses to the question: "Do you agree or disagree with the following statements?"*



*For Year 3-9 learners, "Really agree" and "Agree response options have been aggregated and re-coded as "Agree"; "Really disagree" and "Disagree" have been re-coded as "Disagree". "Not sure" (Reception to Year 2 learners) and "Don't agree or disagree" (Year 3 to 6 learners) responses have been aggregated and re-coded as "Neutral".

Notable differences between learner responses with different characteristics are outlined below. The approach used to identify notable differences is outlined in Chapter 2.

For the statement "Teachers at school listen to me", responses were more positive for primary school learners compared to secondary school learners. Responses were also more positive for non-disabled learners compared to disabled learners and for learners from medium percentage ALN schools compared to low percentage ALN schools. Responses

were more positive for learners from schools with a low percentage of eFSM learners compared to those from schools with a high percentage of eFSM learners.

For the statement "I can tell teachers if I like what I am learning about or not", differences in learner responses included:

- primary school learners were more positive compared to secondary school learners

- non-disabled learners were more positive compared to disabled learners

- learners from the central south were more positive compared to those from the north

- learners with an IDP were more positive compared to learners who do not have an IDP

- learners with a home language of Welsh were more positive compared to those with a home language of English, both Welsh and English or another home language

- secondary school learners from schools with a high percentage of eFSM learners were more positive compared to those from schools with a medium percentage of eFSM learners

- respondents from the mid & west region were more positive compared to those from the north region

For the statement seen by Year 3 to 9 learners, "Teachers ask me what I'd like to learn about", differences in responses included:

- primary school learners were more positive compared to secondary school learners

- disabled secondary school learners were more positive compared to non-disabled learners

- non-disabled learners were more positive compared to disabled primary school learners

- primary school learners with an IDP were more positive than learners without an IDP

- learners without an IDP were more positive than secondary school learners with an IDP

- learners from schools with a medium percentage of learners with ALN were more positive compared to learners from schools with a high or low percentage of learners with ALN

- learners from the south east region were more positive compared to those from the mid & west region

For the statement seen by Year 3 to 9 learners, "Teachers ask me how I'd like to learn", differences in responses included:

- primary school learners were more positive compared to secondary school learners

- non-disabled learners were more positive than primary school disabled learners

- primary school learners with an IDP were more positive than those without an IDP

- learners without an IDP were more positive than secondary school learners with an IDP

- learners with a home language of English were more positive than learners with a home language of both Welsh and English

- learners with a home language other than solely English, Welsh or both Welsh and English were more positive than learners with a home language of both Welsh and English

- learners from the north, south east and central south regions were more positive than those from the mid & west region

- learners from schools with a medium percentage of eFSM learners were more positive than those from schools with a low percentage of eFSM learners

- learners from schools with a medium percentage of eFSM learners were more positive than primary school learners from schools with a high percentage of eFSM learners

- secondary school learners from schools with a high percentage of eFSM learners were more positive than learners from schools with a medium percentage of eFSM learners

- learners in Welsh-medium schools were more positive than those in English-medium schools

# Learners' perceived progress towards the four purposes

Learners were asked to indicate the extent to which they agreed with statements about their perceived progress towards the four purposes. Age-appropriate question variations and response options were presented to different year groups, as shown below.

Statements relating to each of the four purposes shown to learners "My learning at school is helping me to..."

| Purpose to which the statement relates | Reception to Year 2 (Response options "No", "Not sure", "Yes") | Year 3 – 6 (Response options "Really disagree" to "Really Agree") | Year 7 – 9 (Response options "Really disagree" to "Really Agree") | Statements with different wording merged for analysis? |
|---|---|---|---|---|
| Ambitious and capable | Not asked | "become ambitious" | "become ambitious and capable" | Yes, labelled as "become ambitious" |
| Ambitious and capable | "believe in myself and what I can do" | "believe in myself and what I can do" | Not asked | N/A |
| Ambitious and capable | "be the best I can be" | "be the best I can be" | "reach my full potential" | Yes, labelled as "be the best I can be" |
| Healthy and confident | "be healthier" | "become healthy and confident" | "become healthy and confident" | No |
| Enterprising and creative | "think of new ideas" | "think of new ideas" | Not asked | N/A |
| Enterprising and creative | Not asked | "find ways to solve problems" | "find ways to solve problems" | N/A |
| Enterprising and creative | "be more creative" | "be more creative" | "become enterprising and creative" | Yes, labelled as "be more creative" |
| Ethical and informed | "understand and care about people and the world" | "understand and care about people and the world" "be more aware of what is going on in the world" | "become ethical and informed" | No |

70

For the analysis presented in this chapter, responses to whether their learning was helping them to "be the best I can be" as seen by Reception to Year 6 learners were combined with responses to whether learning was helping them to "reach my full potential" as seen by Year 7 to 9 learners and presented as "be the best I can be.

Responses to whether their learning was helping them to "become ambitious" as seen by Year 3 to 6 learners were combined with responses to whether their learning was helping them to "become ambitious and capable" as seen by Year 7 to 9 learners and presented as "become ambitious".

Responses to whether their learning was helping them to "be more creative" as seen by Reception to Year 6 learners were combined with responses to whether their learning was helping them to "become enterprising and creative" as seen by year 7 to 9 learners and presented as "be more creative".

**Summary findings: learners' perceived progress towards the four purposes**

- The majority of learners agreed their learning at school was helping them progress towards most aspects of the four purposes. The only exceptions to this were around half of learners agreeing that their learning at school was helping them to become ambitious (this was asked of Year 3 to 9 only), and a minority of learners agreeing their learning was helping them become ethical and informed (this was asked of Year 7 to 9 only).

**Findings: learners' perceived progress towards the four purposes**

The majority of learners indicated their agreement with the following statements that their learning at school is helping them to:

- "understand and care about people and the world", Reception to Year 6 learners only, (76% agreed, 8% disagreed)

- "be healthier", Reception to Year 2 learners only (74% agreed, 4% disagreed)

- "think of new ideas", Reception to Year 6 learners only, (71% agreed, 10% disagreed)

- "be more aware of what is going on in the world", Year 3 to 6 learners only (69% agreed, 11% disagreed)

- "be more creative" (64% agreed, 16% disagreed)

- "become healthy and confident", Years 3 to 9 learners only (64% agreed, 18% disagreed)

- "find ways to solve problems", Years 3 to 9 learners only (61% agreed, 15% disagreed)

- "believe in myself and what I can do", Reception to Year 2 learners only (61% agreed, 18% disagreed)

- "be the best I can be" (59% agreed, 18% agreed)

Around half of learners indicated their agreement with the following statements that their learning at school was helping them to:

- "become ambitious", Year 3 to 9 learners only (49% agreed, 24% disagreed)

A minority of learners indicated their agreement with the following statements that their learning at school was helping them to:

- "become ethical and informed", Year 7 to 9 learners only (38% agreed, 31% disagreed)

**Figure 5. Learners' views on progress towards the four purposes**
Learners' responses to the question: "My learning at school is helping me to..."
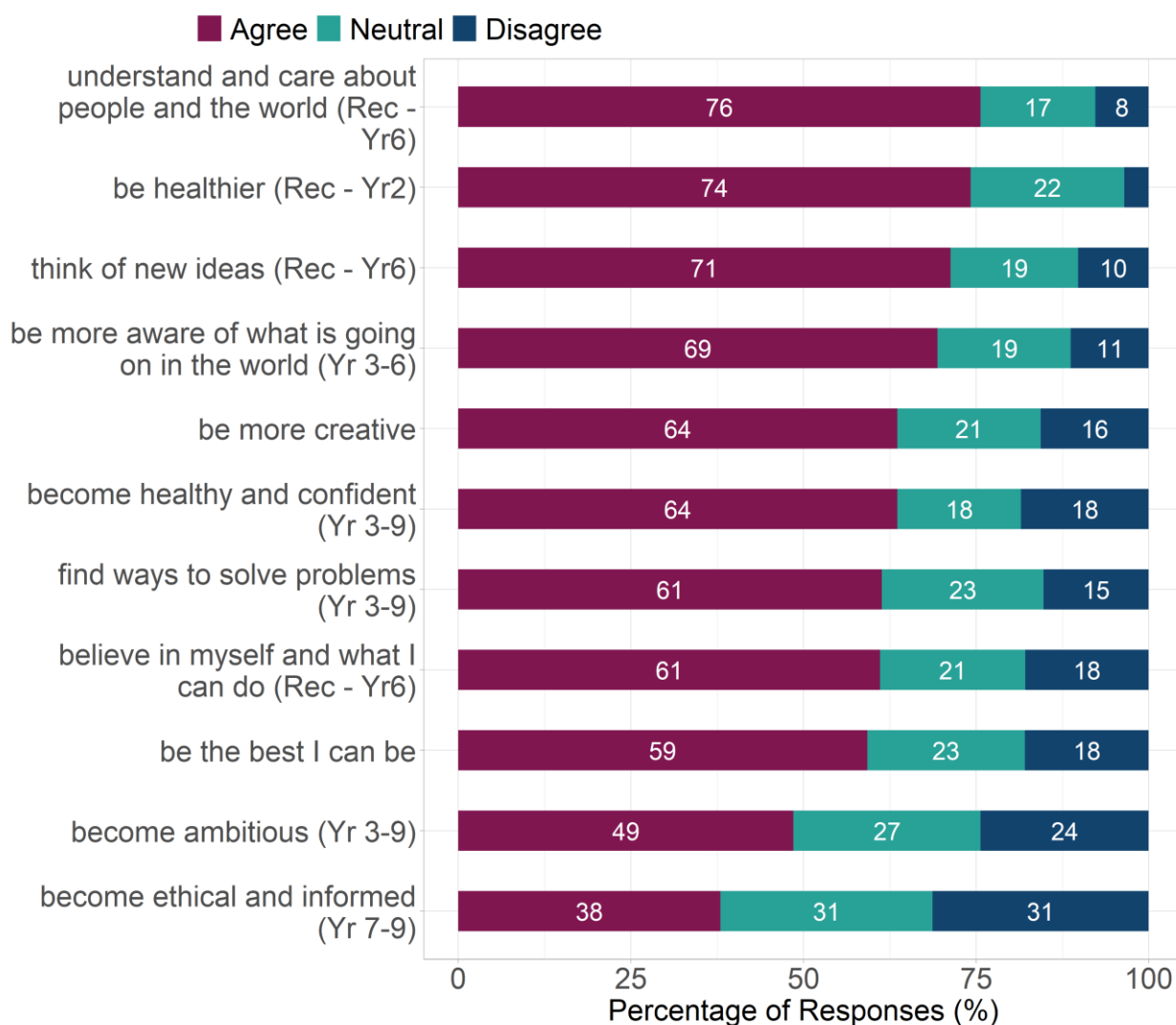


*For Year 3-9 learners, "Really agree" and "Agree response options have been aggregated and re-coded as "Agree"; "Really disagree" and "Disagree" have been re-coded as "Disagree". "Not sure" (Reception to Year 2 learners) and "Don't agree or disagree" (Year 3 to 6 learners) responses have been aggregated and re-coded as "Neutral".

Notable differences between learner responses with different characteristics are outlined below. The approach used to identify notable differences is outlined in Chapter 2.

For the statement "My learning at school is helping me to be the best I can be", responses were more positive for primary school learners compared to secondary school learners. Responses were also more positive for non-disabled learners compared to disabled learners. Responses were also more positive for minority ethnic learners compared to those from white ethnic backgrounds. Responses were more positive for learners with a home

language of Welsh compared to those with a home language other than Welsh, English or both Welsh and English.

For the statement seen by Reception to Year 2 learners, "My learning at school is helping me to believe in myself and what I can do", responses were more positive for non-disabled learners compared to disabled learners. Responses were more positive for learners with a home language of Welsh compared to those with a home language of English or those with a home language of both Welsh and English or those with a home language other than English, Welsh or both Welsh and English. Responses were more positive for minority ethnic learners compared to those from white ethnic backgrounds.

For the statement seen by Year 3 to 9 learners, "My learning at school is helping me to become ambitious", differences in responses included:

- primary school learners were more positive compared to secondary school learners

- non-disabled learners were more positive compared to disabled learners

- learners from the central south were more positive compared to those from the north and mid & west

- learners in Welsh-medium schools were more positive compared to those in English-medium schools

For the statement, "My learning at school is helping me to be more creative", differences in responses included:

- primary school learners were more positive compared to secondary school learners

- non-disabled learners were more positive compared to disabled learners

- secondary school learners from schools with a high percentage of learners with ALN were more positive than learners from schools with a medium percentage of learners with ALN

- learners from schools with a medium percentage of learners with ALN were more positive compared to primary school learners from schools with a high percentage of learners with ALN

- learners with a home language of Welsh were more positive compared to those with a home language of both Welsh and English

- learners from the mid & west region were more positive compared to those from the north region

For the statement, "My learning at school is helping me to think of new ideas", responses were more positive for non-disabled learners compared to disabled learners. Responses were also more positive for learners from medium percentage ALN schools compared to high or low percentage ALN schools and for learners with a home language of solely English or solely Welsh compared to those with a home language of both English and Welsh.

For the statement, "My learning at school is helping me to find ways to solve problems", responses were more positive for primary school learners compared to secondary school learners and for non-disabled learners compared to disabled learners.

For the statement, "My learning at school is helping me to understand and care about people and the world", responses were more positive for non-disabled learners compared to disabled learners. Responses were also more positive for learners from medium percentage ALN schools compared to high or low percentage ALN schools. Responses were more positive for learners from schools with a high percentage of eFSM learners compared to those from schools with a low percentage of eFSM learners.

For the statement, "My learning at school is helping me to be more aware of what is going on in the world", responses were more positive for non-disabled learners compared to disabled learners. Responses were also more positive for learners from medium percentage ALN schools compared to low percentage ALN schools.

For the statement, "My learning at school is helping me to become ethical and informed", differences included:

- non-disabled learners were more positive than disabled learners

- learners from the central south were more positive than those from the south east

- learners in English-medium schools were more positive than those in Welsh-medium schools

- learners with a home language of Welsh or both English and Welsh were more positive than those with a home language of just English or with a home language other than Welsh, English or both Welsh and English

For the statement, "My learning at school is helping me to be healthier", seen by Reception to Year 2 learners, responses were more positive for those from medium and high percentage eFSM schools compared to low percentage eFSM schools. Responses were also more positive for learners with a home language of Welsh compared to those with a home language of English, a home language of both Welsh and English or a home language other than Welsh, English or both Welsh and English.

For the statement, "My learning at school is helping me to be healthy and confident", seen by Year 3 to 9 learners, responses were more positive for primary school learners compared to secondary school learners and for non-disabled learners compared to disabled learners. Responses were also more positive for learners from medium percentage ALN schools compared to high percentage ALN schools.

# Learners' use of Welsh

Learners were asked to what extent they agreed (with response options ranging from "Really disagree"; to "Really agree" for Years 3 to 9 learners, and "No", "Not sure" and "Yes" for Reception to Year 2 learners) with statements about their use of Welsh.

The statements presented to learners in Reception to Year 2 about their use of Welsh were:

- "I feel confident using Welsh"

- "I use Welsh outside the classroom"

The statements presented to learners in Years 3 to 9 about their use of Welsh are:

- "I feel confident using my Welsh language skills"

- "I use my Welsh language skills outside of the classroom" [Footnote 14]


**Summary findings: learners' use of Welsh**

- Around half of learners indicated that they felt confident using Welsh, while a minority reported that they used Welsh outside of the classroom

- The majority of learners in Welsh-medium schools felt confident using Welsh and indicated that they used Welsh outside the classroom

- Responses were more evenly split in English-medium schools: a minority of learners agreed, disagreed and neither agreed nor disagreed that they felt confident using Welsh. Around half of learners in English-medium schools indicated that they did not use Welsh outside the classroom and a minority indicated that they did


**Findings: learners' use of Welsh**

Around half of learners indicated their agreement with the following statement:

---

[14] For the analysis presented in this chapter, responses to the statements "I feel confident using Welsh" as seen by Reception to year 2 learners and "I feel confident using my Welsh language skills" as seen by year 3 to 9 learners were combined and are presented as "I feel confident using Welsh". Responses to the statements "I use Welsh outside the classroom" as seen by Reception to year 2 learners and "I use my Welsh language skills outside of the classroom" as seen by year 3 to 9 learners were combined and are presented as "I use Welsh outside the classroom".

- "I feel confident using Welsh" (50% agreed, 30% disagreed)

A minority of learners indicated their agreement with the following statement

- "I use Welsh outside the classroom" (40% agreed, 47% disagreed)

**Figure 6. Learners' use of Welsh**
Reception to Year 2 Learners' responses to the question: "What do you think about the following statements?"
Year 3 to 9 Learners' responses to the question: "Do you agree or disagree with the following statements?"
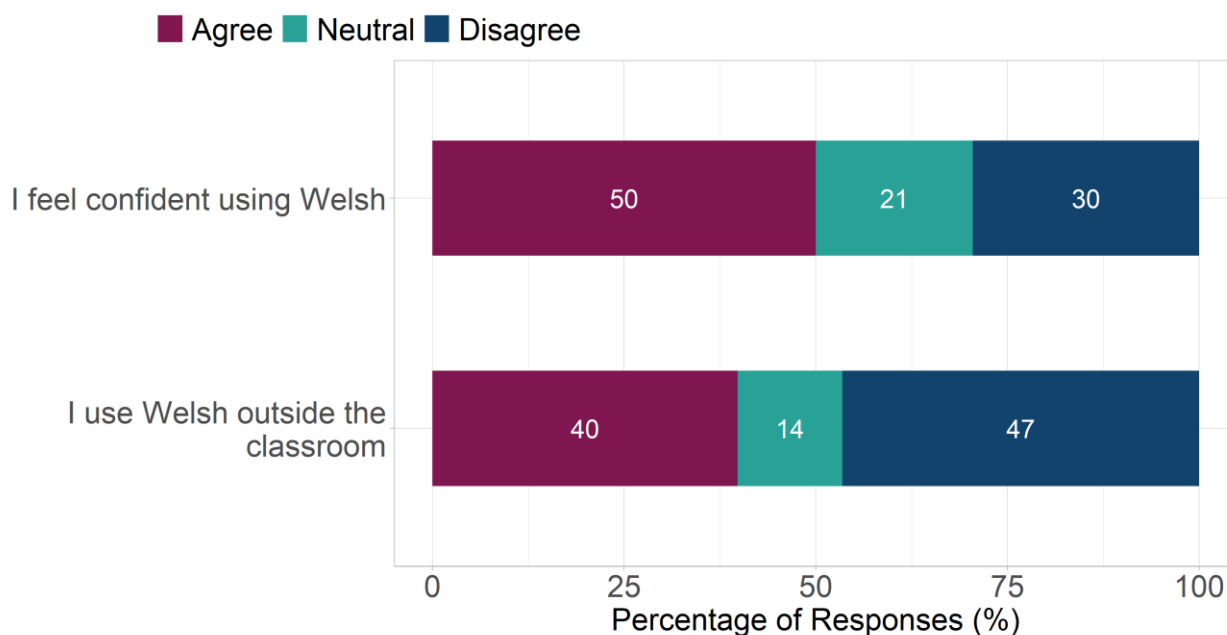


*For Year 3-9 learners, "Really agree" and "Agree response options have been aggregated and re-coded as "Agree"; "Really disagree" and "Disagree" have been re-coded as "Disagree". "Not sure" (Reception to Year 2 learners) and "Don't agree or disagree" (Year 3 to 6 learners) responses have been aggregated and re-coded as "Neutral".

Weighted summaries of learner responses according to the school language medium are presented in Table 5 below. They show that the majority of learners in Welsh-medium schools felt confident using Welsh and indicated that they used Welsh outside the classroom, with a minority disagreeing with both of these statements. Responses were more evenly split in English-medium schools with a minority of learners agreeing, disagreeing and neither agreeing nor disagreeing that they felt confident using Welsh. Around half of learners in English-medium schools indicated that they did not use Welsh outside the classroom and a minority indicated that they did.

**Table 5. Learner responses to statements on using Welsh by language medium of school**

| Question | school language medium | Response | % of respondents |
|---|---|---|---|
| I feel confident using Welsh | Welsh-medium | Agree | 75.7 |
| I feel confident using Welsh | Welsh-medium | Neutral | 8.5 |
| I feel confident using Welsh | Welsh-medium | Disagree | 15.8 |
| I feel confident using Welsh | English-medium | Agree | 41.3 |
| I feel confident using Welsh | English-medium | Neutral | 24.8 |
| I feel confident using Welsh | English-medium | Disagree | 33.9 |
| I use Welsh outside the classroom | Welsh-medium | Agree | 69.0 |
| I use Welsh outside the classroom | Welsh-medium | Neutral | 9.2 |
| I use Welsh outside the classroom | Welsh-medium | Disagree | 21.8 |
| I use Welsh outside the classroom | English-medium | Agree | 29.0 |
| I use Welsh outside the classroom | English-medium | Neutral | 16.5 |
| I use Welsh outside the classroom | English-medium | Disagree | 54.5 |

Notable differences between learner responses with different characteristics are outlined below. The approach used to identify notable differences is outlined in Chapter 2.

For the statement, "I feel confident using Welsh", differences in responses included:

- primary school learners were more positive than secondary school learners

- learners in Welsh-medium schools were more positive than learners in English-medium schools

- learners with a home language of Welsh were more positive than learners with a home language of English or with a home language other than Welsh, English or both Welsh and English

- secondary school learners with a home language of both Welsh and English were more positive than secondary school learners with a home language other than Welsh, English or Welsh and English

- non-disabled learners were more positive than disabled learners

- learners from the central south were more positive than those in the north and mid & west. Learners from the mid & west and south east were more positive than those in the north

- learners from schools with a medium percentage of learners with ALN were more positive than those from schools with a low percentage of learners with ALN

- learners without an IDP were more positive than secondary school learners with an IDP

For the statement, "I use Welsh outside of the classroom", differences in responses included:

- primary school learners were more positive than secondary school learners

- learners from the central south were more positive than learners from the north

- learners from schools with a medium percentage of learners with ALN were more positive compared to those from schools with a low or high percentage of learners with ALN

- learners without an IDP and primary school learners with an IDP were more positive than secondary school learners with an IDP

- disabled secondary school learners were more positive than other learners

- learners in Welsh-medium schools were more positive than learners in English-medium schools

- learners with a home language of Welsh or both Welsh and English were more positive than those with a home language of just English or with a home language other than Welsh, English or Welsh and English

- learners from high percentage eFSM schools responded more positively compared to those from low or medium percentage eFSM schools

# Learners' satisfaction with school

Learners were asked to what extent they agreed (with response options ranging from "Really disagree; to "Really agree" for Years 3 to 9 learners, and "No", "Not sure" and "Yes" for Reception to Year 2 learners) with statements about their satisfaction with school with respect to teachers and other staff.

The statements presented to learners in all years about their satisfaction were:

- "Teachers and staff are always ready to help"

- "Teachers and staff are easy to talk to"

- "Teachers and staff really listen to children"

- "Teachers and staff take good care of children"

**Summary findings: learners' satisfaction with school**

- Around half of learners agreed and a minority disagreed, that teachers and staff really listen to children, with the majority of learners agreeing, and a minority disagreeing, that teachers and staff take good care of children, were always ready to help and were easy to talk to.

**Findings: learners' satisfaction with school**

The majority of learners indicated their agreement with the following statements:

- "Teachers and staff take good care of children" (72% agreed, 11% disagreed)

- "Teachers and staff are always ready to help" (64% agreed, 18% disagreed)

- "Teachers and staff are easy to talk to" (63% agreed, 18% disagreed)

Around half of learners indicated their agreement with the following statements:

- "Teachers and staff really listen to children" (53% agreed, 25% disagreed)

## Figure 7. Learners' satisfaction with school

Reception to Year 2 Learners' responses to the question: "Thinking about teachers and other staff at your school, what do you think about the following statements?". Year 3 to 9 Learners' responses to the question: "Thinking about teachers and other staff at your school, do you agree or disagree with the following statements?"
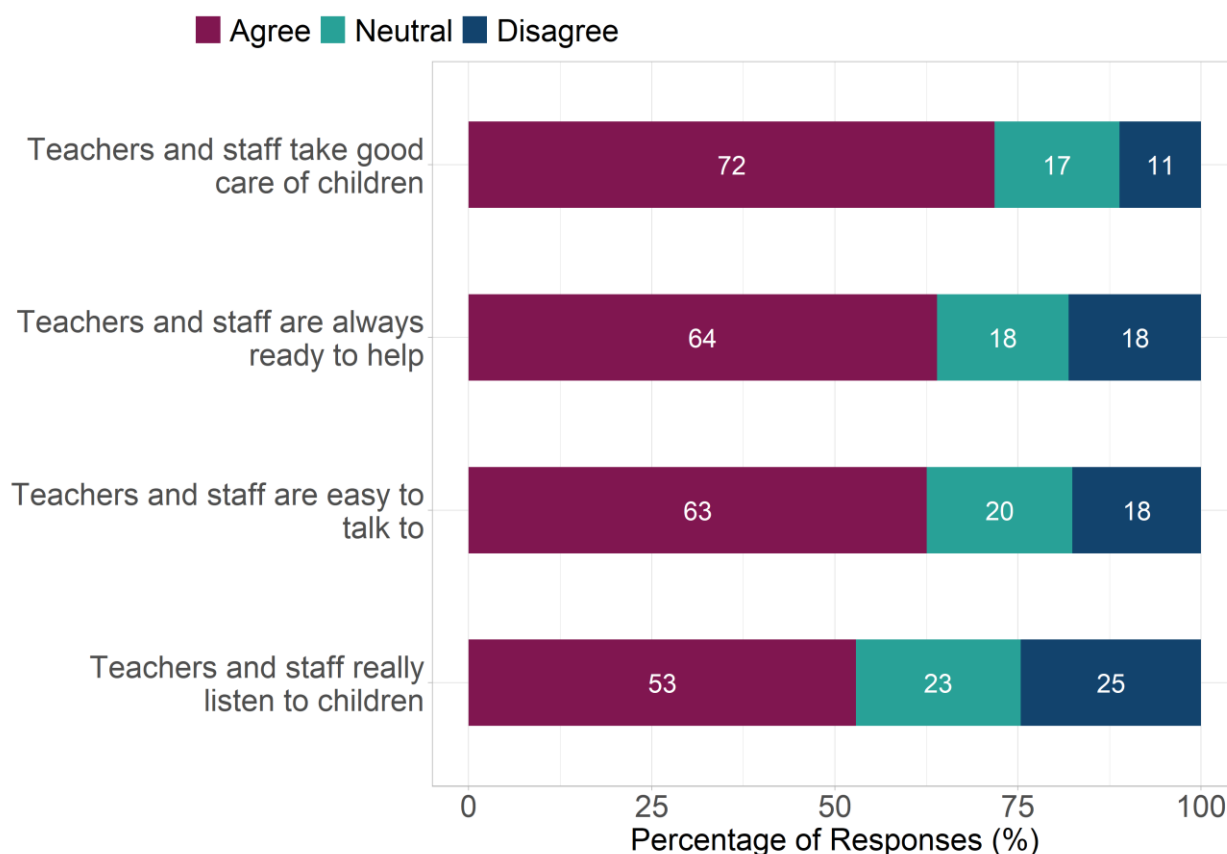


*For Year 3-9 learners, "Really agree" and "Agree response options have been aggregated and re-coded as "Agree"; "Really disagree" and "Disagree" have been re-coded as "Disagree". "Not sure" (Reception to Year 2 learners) and "Don't agree or disagree" (Year 3 to 6 learners) responses have been aggregated and re-coded as "Neutral".

Notable differences between learner responses with different characteristics are outlined below. The approach used to identify notable differences is outlined in Chapter 2.

For the statement, "Teachers and staff are always ready to help", difference in responses included:

- non-disabled learners were more positive than disabled learners

- learners with a home language of Welsh were more positive than those with a home language of English

- learners with an IDP were more positive than those without an IDP

- learners from the mid & west region were more positive than those from the north region

- secondary school learners in schools with a low percentage of eFSM learners were more positive than other learners

For the statement, "Teachers and staff are easy to talk to", differences in responses included:

- primary school learners were more positive than secondary school learners

- non-disabled learners were more positive than disabled learners

- learners in schools with a low or medium percentage of learners with ALN were more positive than learners in schools with a high percentage of learners with ALN

- learners with an IDP were more positive than learners without an IDP

- minority ethnic learners were more positive than learners from a white ethnic background

- secondary school learners in schools with a low or high percentage of eFSM learners were more positive than other learners

For the statement, "Teachers and staff really listen to children", differences in responses included:

- primary school learners were more positive than secondary school learners

- non-disabled learners were more positive than disabled learners

- learners with a home language of Welsh were more positive than those with a home language of English, those with a home language of both Welsh and English and those with a home language other than Welsh, English or both Welsh and English

- learners with an IDP were more positive than those without an IDP

For the statement, "Teachers and staff take good care of children", responses were more positive for primary school learners compared to secondary school learners and for non-

disabled learners compared to disabled learners. Secondary school learners from the north region were more positive compared to those from the south east region.

# Learners' wellbeing

Learners were asked to what extent they agreed with a series of statements about their wellbeing. Learners in Reception to Year 2 could select responses from "No", "Not sure" and "Yes", while learners in Years 3 to 9 were presented with response options ranging from "Really disagree" to "Really Agree".

Statements presented to learners in all year groups were:

- "I think good things will happen in my life"

- "I feel that I am good at some things"

- "I think lots of people care about me"

- "I think there are many things I can be proud of"

- "I've been in a good mood"

- "I've been getting on well with people"

**Summary findings: learners' wellbeing**

When asked about aspects of their own wellbeing, the vast majority of learners reported that they felt they were good at some things and that they thought lots of people cared about them. The majority of learners agreed that they thought good things would happen in their life, that there were many things they could be proud of, that they had been in a good mood and that they had been getting on well with people.

**Findings: learners' wellbeing**

The vast majority of learners indicated their agreement with the following statements:

- "I feel that I am good at some things" (89% agreed, 4% disagreed)

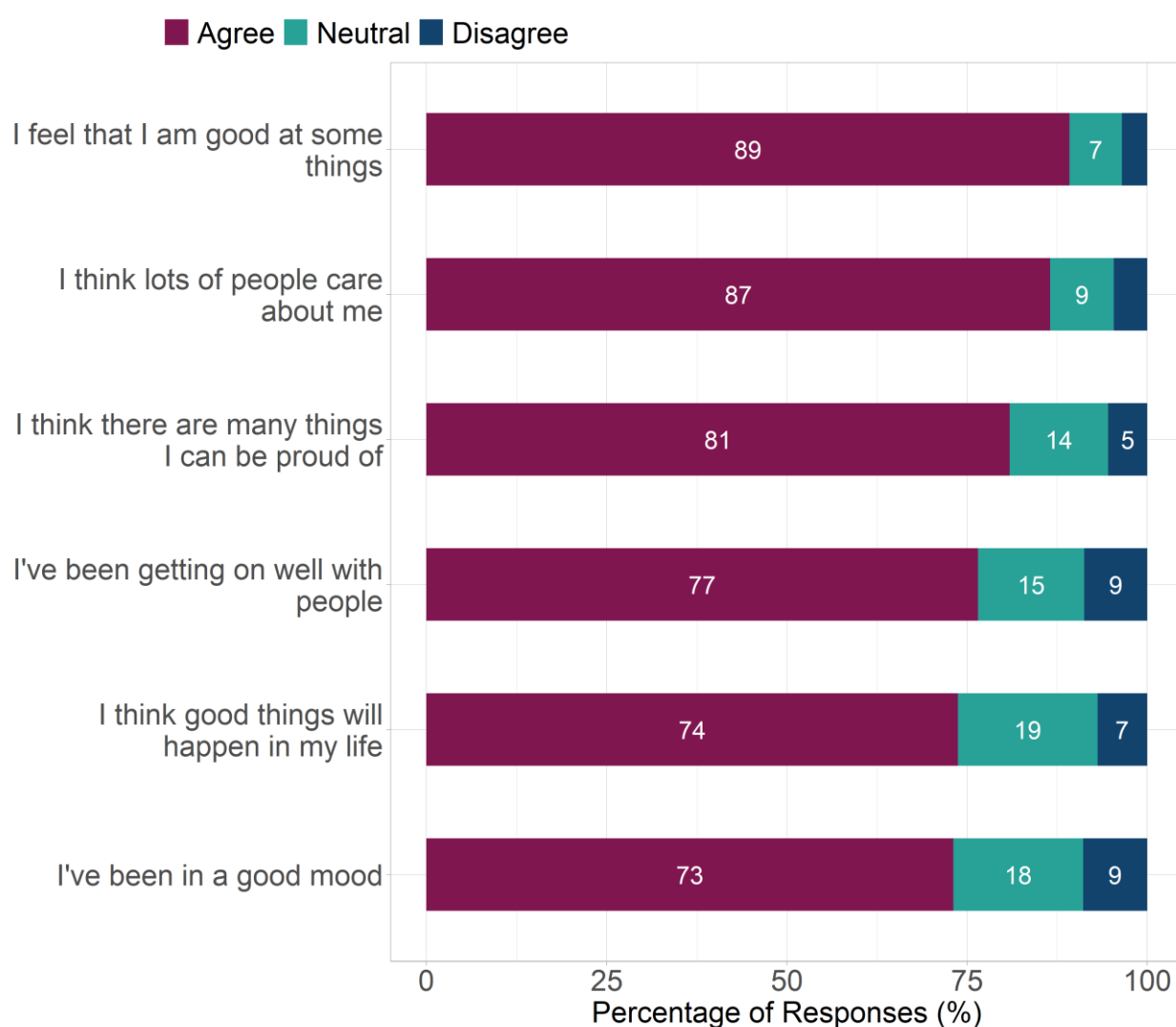- "I think lots of people care about me" (87% agreed, 4% disagreed)

The majority of learners indicated their agreement with the following statements:

- "I think there are many things I can be proud of" (81% agreed, 5% disagreed)

- "I've been getting on well with people" (77% agreed, 9% disagreed)

- "I think good things will happen in my life" (74% agreed, 7% disagreed)

- "I've been in a good mood" (73% agreed, 9% disagreed)

**Figure 8. Learners' wellbeing**

Reception to Year 2 Learners' responses to the question: "What do you think about the following statements?"

Year 3 to 9 Learners' responses to the question: "Do you agree or disagree with the following statements?"*



85

*For Year 3-9 learners, "Really agree" and "Agree response options have been aggregated and re-coded as "Agree"; "Really disagree" and "Disagree" have been re-coded as "Disagree". "Not sure" (Reception to Year 2 learners) and "Don't agree or disagree" (Year 3 to 6 learners) responses have been aggregated and re-coded as "Neutral".

Notable differences between learner responses with different characteristics are outlined below. The approach used to identify notable differences is outlined in Chapter 2.

For the statement, "I think good things will happen in my life", differences in responses included:

- primary school learners were more positive than secondary school learners

- non-disabled learners were more positive than disabled learners

- learners in English-medium schools were more positive than those in Welsh-medium schools

- primary school learners with an IDP were more positive than those without an IDP

- learners without an IDP were more positive than secondary school learners with an IDP

- minority ethnic learners were more positive than learners from white ethnic backgrounds

For the statement, "I feel that I am good at some things", responses were more positive for learners from white ethnic backgrounds compared to minority ethnic learners . Responses were also more positive for those at English-medium schools compared to Welsh-medium schools and for those from medium percentage eFSM schools compared to high percentage eFSM schools. Responses were more positive for those with a home language of Welsh compared to those with a home language other than Welsh, English or both English and Welsh.

For the statement, "I think lots of people care about me", responses were more positive for non-disabled learners compared to disabled learners and for learners with a home language of English or both Welsh and English compared to solely Welsh.

For the statement, "I think there are many things I can be proud of", responses were more positive for non-disabled learners compared to disabled learners. Secondary school learners from the mid & west region were more positive compared to those from the north.

For the statement, "I've been in a good mood", differences in responses included:

- primary school learners were more positive than secondary school learners

- non-disabled learners were more positive than disabled learners

- primary school learners with an IDP were more positive than learners without an IDP

- learners without an IDP were more positive than secondary school learners with an IDP

- minority ethnic learners were more positive compared to those from white ethnic backgrounds

- learners with a home language of both Welsh and English were more positive compared to those with a home language of solely English

For the statement, "I've been getting on well with people", differences in responses included:

- primary school learners were more positive than secondary school learners

- non-disabled learners were more positive than disabled learners

- secondary school learners in schools with a high percentage of learners with ALN were more positive than learners in schools with a medium percentage of learners with ALN

- learners in schools with a medium percentage of learners with ALN were more positive than primary school learners in schools with a high percentage of learners with ALN

- learners without an IDP and primary school learners with an IDP were more positive than secondary school learners with an IDP

# 6. Part C Detailed findings of the survey of parents/carers

## Parents' awareness of curriculum change

Parents were asked to what extent they were aware (with response options ranging from "Not aware" to "Very aware") of various elements of the CfW and subsequently the source of any information they had on the CfW.[Footnote 15] Specifically, respondents were initially asked how aware they were of the following:

- "That schools now prepare their own curriculum as part of the CfW"

- "That the CfW is focused on the four purposes for learners"

A subsequent question was asked only of those who said that were "very" or "somewhat" aware that schools now prepare their own curriculum as part of the CfW. This question asked about the sources of information from which parents had developed their awareness of the CfW allowed parents to select multiple choices from the following options:

- "Information provided to me by my child(ren)'s school(s)"

- "Information I have seen online (e.g. Welsh Government website and Hwb, news website, school website)"

- "Information I have seen in the media (e.g. Radio/TV, newspaper, social media)"

- "Speaking with other parents"

- "Speaking with my child(ren)"

- "Other"

Where parents had selected "Other", they were invited to provide additional details in an open-text field.

---

[15] Parents were asked to answer the question based on their overall awareness of the CfW which could be based on more than one child or school.

**Summary findings: parents' awareness of curriculum change**

- The majority of parents indicated they had some level of awareness of the CfW and the focus of the CfW on the four purposes. A minority of parents indicated no awareness at all

- Around half of parents who had some awareness of CfW reported that the source of their awareness was information shared by their child's school; a minority of parents reported receiving information on CfW online (e.g. Welsh Government website and Hwb, news website, school website) or through the media, with a small minority reporting their child or fellow parents as a source of information

**Findings: parents' awareness of curriculum change**

The majority of parents indicated awareness (responses of "somewhat aware" or "very aware") with the respect to the following elements of the curriculum:

- "That the Curriculum for Wales is focused on the four purposes for learners" (72% indicated awareness, 28% indicated no awareness)

- "That schools now prepare their own curriculum as part of Curriculum for Wales" (72% indicated awareness, 28% indicated no awareness)

**Figure 9. Parents' awareness of curriculum change**
Parents' responses to the question: "How aware are you of the following?"
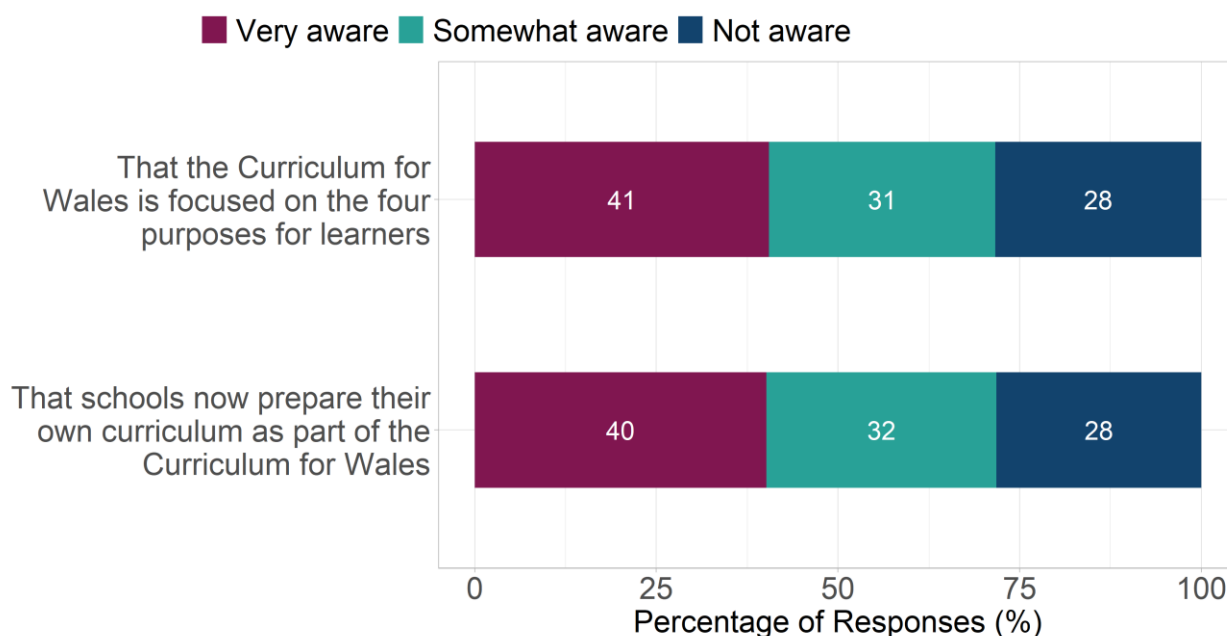


Notable differences between parent responses with different characteristics are outlined below. The approach used to identify notable differences is outlined in Chapter 2.

For the statement, "That schools now prepare their own curriculum as part of the Curriculum for Wales", parents of learners with a home language of both Welsh and English were more positive compared to those with a home language other than Welsh, English or both Welsh and English.

For the statement, "That the Curriculum for Wales is focused on the four purposes for learners", parents of learners from white ethnic backgrounds were more aware compared to those from minority ethnic backgrounds. Responses also indicated parents outside of the north region and primary school parents in the north had greater awareness than secondary school parents from the north region. Parents of learners with a home language of both Welsh and English were more positive compared to those with a home language other than Welsh, English or both Welsh and English.

Around half of parents indicated that the source of information behind their awareness of the CfW included:

- "information provided to me by my child(ren)'s school(s)" (54% yes, 46% no)

A minority of parents indicated that the source of information behind their awareness of the CfW included:

- "information I have seen online (e.g. Welsh Government website and Hwb, news website, school website)" (41% yes, 59% no)

- "information I have seen in the media (e.g. Radio/TV, newspaper, social media)" (20% yes, 80% no)

A small minority of parents indicated that the source of information behind their awareness of the CfW included:

- "speaking with other parents" (14% yes, 86% no)"speaking with my child(ren)" (13% yes, 87% no)

**Figure 10. Parents' sources of information about curriculum change**
Parents' responses to the question: "I am aware of the Curriculum for Wales from... (tick all that apply)"



91
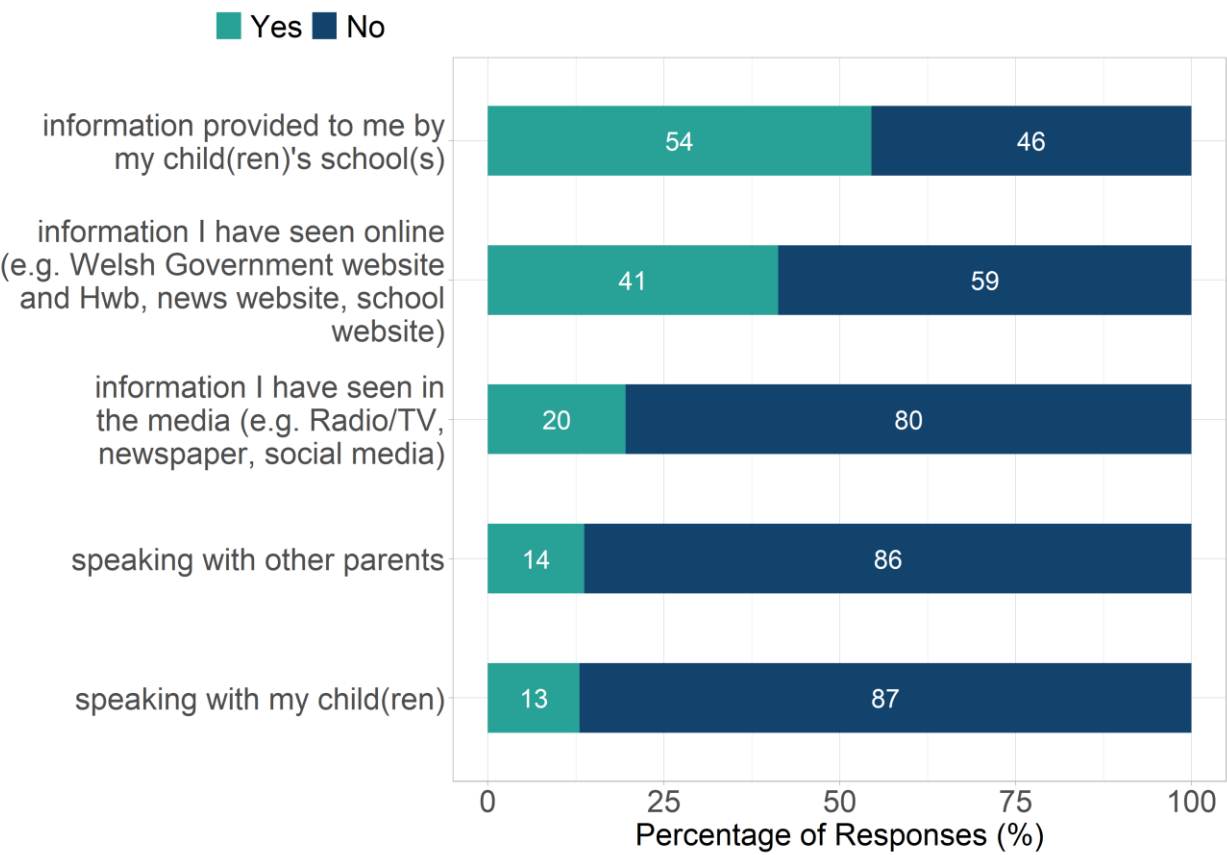
**Open-text responses: I am aware of the Curriculum for Wales from... (Other – please specify)**

Parents were asked to provide more detail if they had been made aware of CfW through another source. In total, 232 parents chose to provide written comments in response to this question (131 primary, and 101 secondary school parents). The other sources of information most frequently mentioned by parents who selected "Other" in response to this question was that they were a teacher or governor at a school ) or that they (or someone they were related to) worked in education (but were not specific about their role). Other sources of information about CfW mentioned by parents were their own research, talking with other parents, or having a degree or another qualification relating to education (38 parents).

# Parents' knowledge about curriculum change

Parents were asked to what extent they agreed (with response options ranging from "Strongly disagree" to "Strongly agree") with a number of statements about their knowledge of the CfW.[16] Specifically, they were asked their level of agreement with the following:

- "I know that the Curriculum for Wales is focused on providing a broad and balanced education"

- "I know that the Curriculum for Wales is focused on knowledge and skills"

- "I know that the Curriculum for Wales is focused on providing real-life experiences"

**Summary findings: parents' knowledge about curriculum change**

- The majority of parents reported they knew that the CfW was focused on knowledge and skills, providing a broad and balanced education and providing real-life experiences. For each of the three statements, a minority of respondents indicated a lack of knowledge of the CfW's focus on that domain.

**Findings: parents' knowledge about curriculum change.**

The majority of parents indicated their agreement with the following statements:

- "I know that the Curriculum for Wales is focused on knowledge and skills" (62% agreed, 15% disagreed)

- "I know that the Curriculum for Wales is focused on providing a broad and balanced education" (60% agreed, 16% disagreed)

- "I know that the Curriculum for Wales is focused on providing real-life experiences" (59% agreed, 18% disagreed)

---

[16] Parents were asked to answer the question based on their overall knowledge of the CfW, which could be based on more than one child or school.

**Figure 11. Parents' knowledge about curriculum change**

Parents' responses to the question: "Thinking about your knowledge of the Curriculum for Wales, do you agree or disagree with the following statements?"
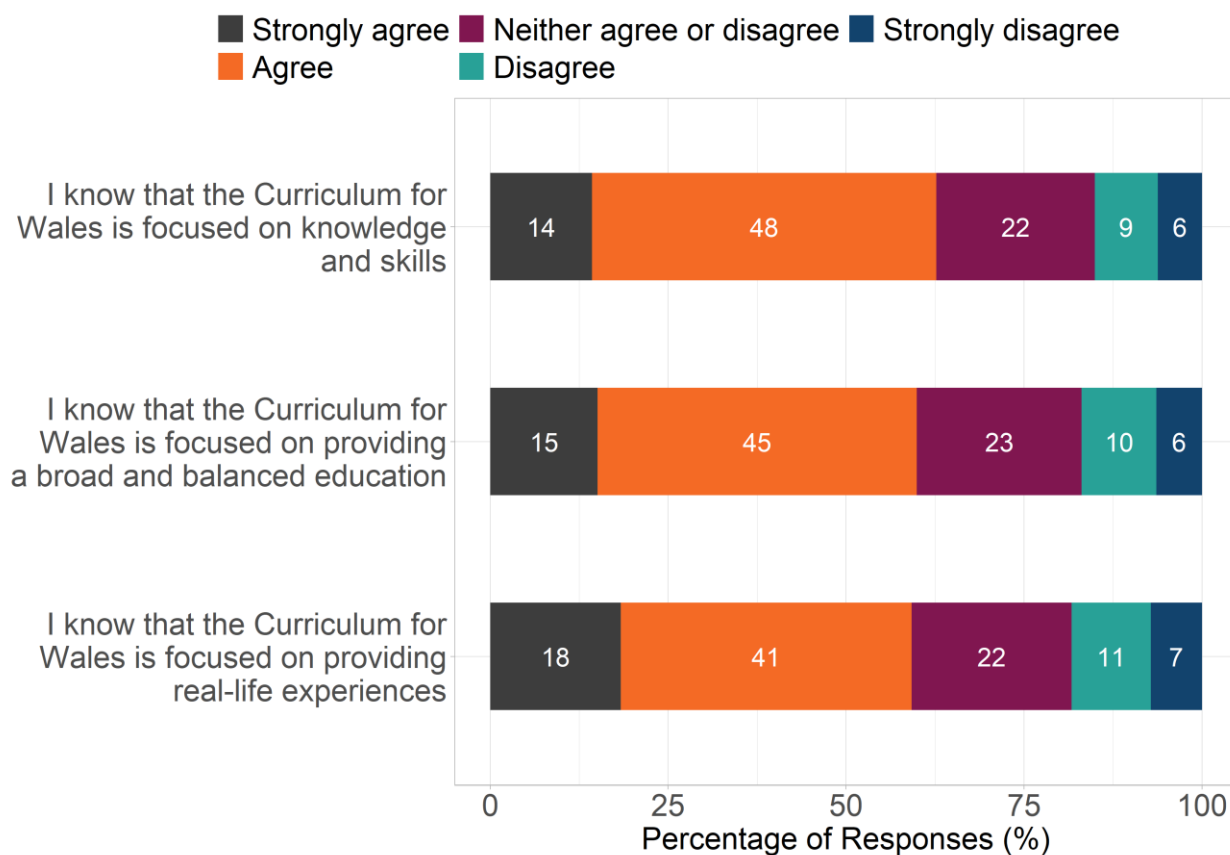


Notable differences between parent responses with different characteristics are outlined below. The approach used to identify notable differences is outlined in Chapter 2.

For the statement, "I know that the Curriculum for Wales is focused on providing a broad and balanced education", differences in responses included:

- parents of secondary school learners with a home language of both Welsh and English were more positive than parents of learners with a home language of solely English

- parents of secondary school learners with a home language of English were more positive than parents of primary school learners with a home language of both Welsh and English

- parents of learners with a home language of Welsh were more positive than those with a home language of both Welsh and English

94

- parents of learners in the central south region were more positive than parents of learners in the mid & west

- primary school parents in the south east were more positive than those in the mid & west region. Secondary school parents in the mid & west region were more positive than those in the south east.

- parents of learners in Welsh-medium schools were more positive than parents of learners in English-medium schools

For the statement, "I know that the Curriculum for Wales is focused on knowledge and skills", responses were more positive from parents of learners in Welsh-medium schools compared to English-medium schools. For parents of secondary school learners, those with a home language of both Welsh and English were more positive than those with a home language of solely English. For parents of primary school learners, those with a home language of solely English were more positive than those with a home language of both Welsh and English. Parents of learners with a home language of solely Welsh were more positive than those with a home language of both Welsh and English. Secondary school parents in the mid & west and north regions were more positive than those in the south east region.

For the statement, "I know that the Curriculum for Wales is focused on providing real-life experiences", responses were more positive for parents of non-disabled learners compared to parents of disabled learners. Responses were also more positive from parents of learners in Welsh-medium schools compared to English-medium schools. Responses from parents of learners in schools with a low percentage of learners with ALN were more positive compared to parents of learners in schools with a high percentage of learners with ALN.

# Parents' involvement in curriculum design

Parents were asked how much opportunity they had at their child's school to be involved in activities related to curriculum design. Response options ranged from "Not at all" to "A great deal". Specifically, they were asked how much opportunity they had had at their child's school to:

- "Share ideas about what your child learns at school"

- "Share ideas about how your child learns at school"

- "Give feedback on the school's curriculum"

- "Hear about how you can support your child's learning"

- "Contribute your experience or expertise to support the teaching and learning".

Respondents were also invited to provide further written comments to support their answers in an open-text question.

**Summary findings: parents' involvement in curriculum design**

- The majority of parents indicated that they had an opportunity to hear about how to support their child's learning. Around half indicated they have had an opportunity to share their ideas about how their child learns at school. A minority had an opportunity to give feedback on the school curriculum, share ideas about what their child learns at school or contribute their experiences or expertise

**Findings: parents' involvement in curriculum design**

The majority of parents indicated they had some to a great deal of opportunity for involvement with respect to the following activities:

- "hear about how you can support your child's learning" (66% indicated some to a great deal of involvement, 33% indicated little to no involvement)

Around half of parents indicated they had some to a great deal of opportunity for involvement with respect to the following activities:

- "share your ideas about how your child learns at school" (42% indicated some to a great deal of involvement, 55% indicated little to no involvement)

A minority of parents indicated they had some to a great deal of opportunity for involvement with respect to the following activities:[Footnote 17]

- "contribute your experience or expertise to support the teaching and learning" (41% indicated some to a great deal of involvement, 55% indicated little to no involvement)

- "share your ideas about what your child learns at school" (40% indicated some to a great deal of involvement, 56% indicated little to no involvement)

- "give feedback on the school's curriculum" (38% indicated some to a great deal of involvement, 59% indicated little to no involvement)

**Figure 12. Parents' involvement in curriculum design**
Parents' responses to the question: "At your child's school how much opportunity have you had to'"
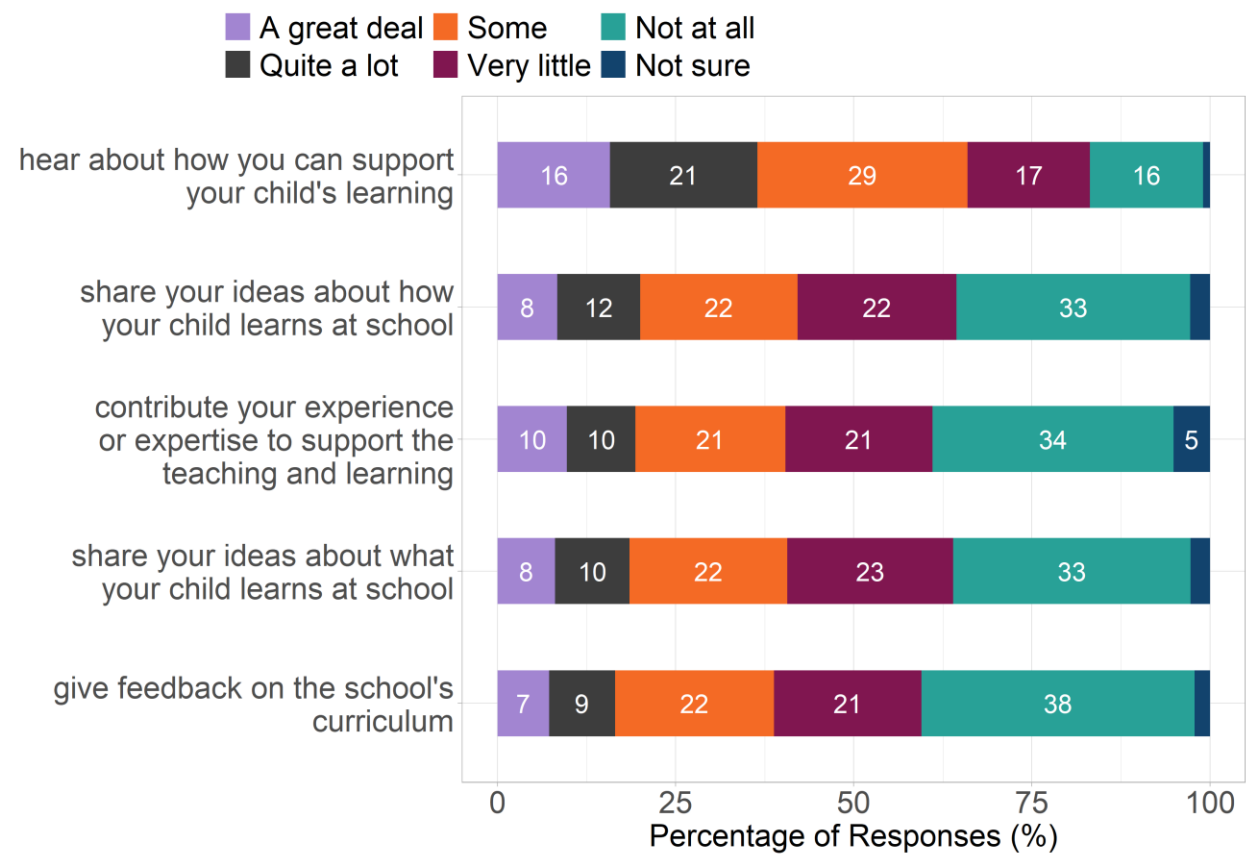
[17] As noted in Table 4, "a minority" is defined as between 15% and 41%, with "around half" defined as 42% to 58%.

Notable differences between parent responses with different characteristics are outlined below. The approach used to identify notable differences is outlined in Chapter 2.

For the statement on parent's opportunities to "share your ideas about what your child learns at school", responses indicated greater opportunities for involvement for parents of non-disabled learners compared to parents of disabled learners. Responses also indicated greater opportunities for involvement for parents of learners in Welsh-medium schools compared to English-medium schools and for those with a home language of Welsh compared to English. Responses indicated greater opportunities for involvement for parents of learners in schools with a high percentage of eFSM learners compared to parents of learners in schools with a low percentage of eFSM learners. Responses also indicated greater opportunities for involvement for parents of learners in schools with a high percentage of learners with ALN compared to parents of learners in schools with a low percentage of learners with ALN.

For the statement on parent's opportunities to "share your ideas about how your child learns at school", responses indicated greater opportunities for involvement for parents of non-disabled learners compared to parents of disabled learners. Responses indicated more opportunities for involvement from parents of learners in Welsh-medium schools compared to English-medium schools and for parents of learners with an IDP compared to parents of learners without an IDP.

For the statement on parent's opportunities to "give feedback on the school's curriculum", responses indicated more opportunities for involvement for parents of learners in Welsh-medium schools compared to English-medium schools and for parents of learners with an IDP compared to those without. Parents of non-disabled learners and parents of disabled secondary school learners indicated greater opportunities for involvement compared to parents of disabled primary school learners. Responses indicated greater opportunities for involvement for parents of learners in schools with a high percentage of eFSM learners compared to parents of learners in schools with a low percentage of eFSM learners. Responses indicated greater opportunities for involvement for parents in the north region compared to the mid & west region.

For the statement on parent's opportunities to "hear about how you can support your child's learning", differences in responses included:

- parents of primary school learners indicated greater opportunities for involvement compared to parents of secondary school learners

- parents of non-disabled learners indicated greater opportunities for involvement than parents of disabled learners

- parents of learners with an IDP indicated greater opportunities for involvement than parents of learners without an IDP

- parents of learners in schools with a medium percentage of learners with ALN indicated greater opportunities for involvement than parents of learners in schools with a high percentage of learners with ALN

- Parents in the north indicated greater opportunities for involvement compared to parents in the mid & west region

- parents of secondary school learners in the central south region indicated greater opportunities for involvement compared to parents of secondary school learners in the north region

For the statement on parent's opportunities to "contribute your experience or expertise to support the teaching and learning", responses indicated greater opportunities for involvement for primary school parents compared to secondary school parents and for parents of non-disabled learners compared to parents of disabled learners. Responses also indicated more opportunities for involvement for parents of learners with an IDP compared to those without.

**Open-text responses: parents' involvement in curriculum design**

Parents were asked to expand on their responses in an open-text box, if they wished to do so. 243 parents provided comments in response to this question (136 primary, 105 secondary and 2 PRU school parents). The most frequently raised points are set out below.

**Parents raised a concern they had about their child's education in general.** These parents most frequently mentioned concerns that that their child's school was not meeting their child's needs (including concerns relating to their child's ALN or wellbeing), that their child was not making sufficient progress or that they needed to support their child's learning at home to meet their child's needs.

Parents were **concerned about how CfW was being implemented**, with the perception that schools didn't have the expertise to implement it correctly.

**Parents who commented on their involvement with CfW at their child's school, had variable experiences**. Some of these parents were happy with their involvement, noting that schools were keen to share information with parents, get feedback and that their ideas were welcomed and listened to. Some felt differently, expressing that either the school doesn't listen to parents or ask parents for their input, that parents have not been involved, and that they would like to be more involved with what was being taught.

Parents felt they **didn't get enough communication or information from their child's school.** Some of these parents wanted more information or communication about specific issues their child was facing, and some mentioned they would like more information about what was being taught at school, how their child was progressing or how they could support their child's learning.

Parents felt that **schools lacked the resources they needed to support their child's learning**. These parents mentioned a need for improved professional learning for teachers or concerns about staff retention at their child's school. Some of these parents referred to examples of resources they felt schools lacked (e.g. digital or Welsh-language resources), while other parents were worried about the lack of funding for schools in general.

# Parent agency

Parents were asked to what extent they agreed (with response options ranging from "Strongly disagree" to "Strongly agree") with a series of statements about how their child's school's approach to involving them in discussions about the curriculum makes them feel. Parents were specifically asked if their child's school involves them in discussions about curriculum in a way that:

- makes them feel listened to
- makes them feel confident in their child's education
- makes them feel motivated to support their child's education

**Summary findings: parent agency**

- The majority of parents agreed that their child's school involved them in discussions about curriculum in ways that made them feel motivated to support the education their child was receiving. Around half of parents felt that these discussions made them feel confident in their child's education. A minority of parents felt that such discussions made them feel listened to. Across all statements, a minority of respondents indicated some degree of disagreement

**Findings: parent agency**

The majority of parents indicated that they agreed with the following statements on how their child's school involves them in discussions about the curriculum:

- "makes me feel motivated to support my child's education" (61% agreed, 9% disagreed)

Around half of parents indicated that they agreed with the following statements on how their child's school involves them in discussions about the curriculum:

- "makes me feel confident in my child's education" (58% agreed, 18% disagreed)

A minority of parents indicated that they agreed with the following statements on how their child's school involves them in discussions about the curriculum:

- "makes me feel listened to" (41% agreed, 23% disagreed)

**Figure 13. Parent agency in curriculum discussions**

Parents' responses to the question: "My child's school involves me in discussions about the curriculum in a way that…"
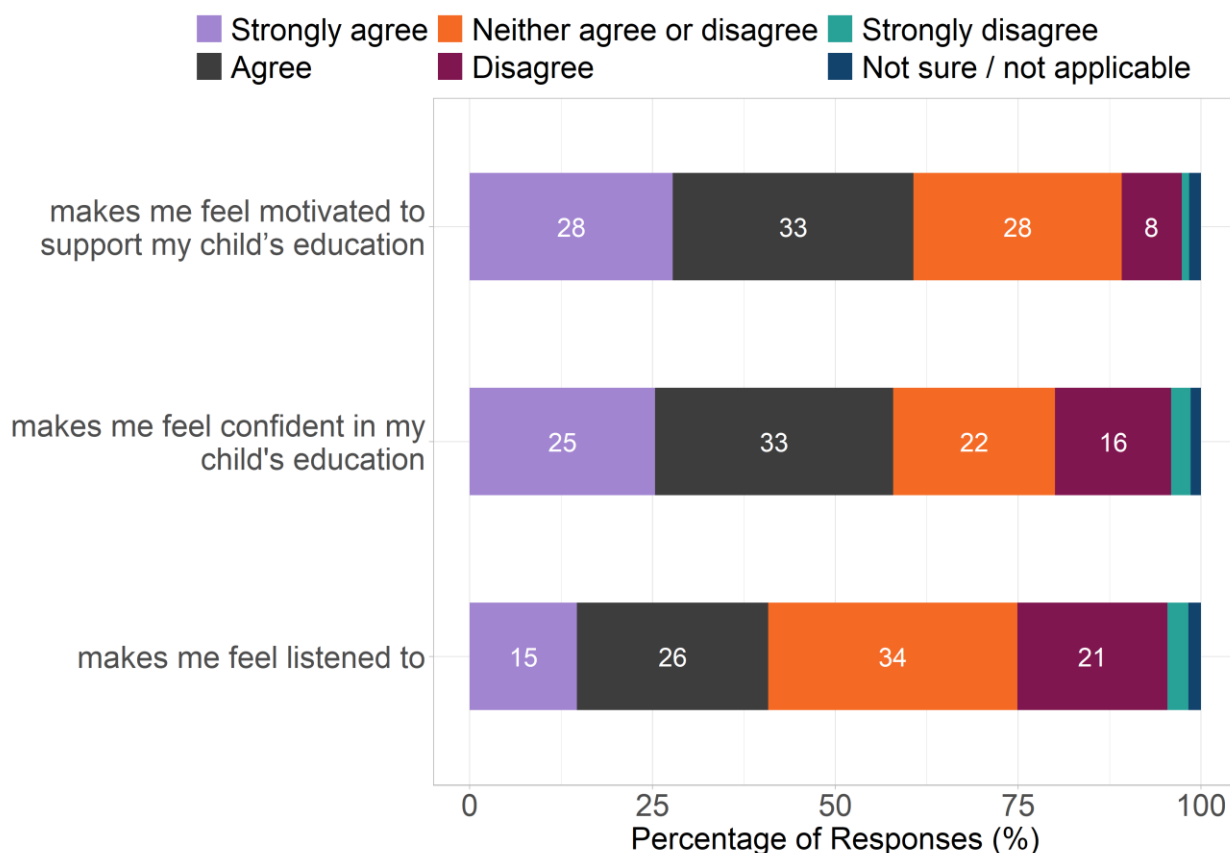


Notable differences between parent responses with different characteristics are outlined below. The approach used to identify notable differences is outlined in Chapter 2.

Regarding how their child's school involves them in discussions in a way that, "makes me feel listened to", responses were more positive for parents of learners in medium percentage ALN schools compared to low percentage ALN schools. Responses were also more positive from parents of learners based in the north region compared to the mid & west and central south regions. Responses were more positive for parents of learners in schools with a high percentage of eFSM learners compared to parents of learners in schools with a low percentage of eFSM learners.

Regarding how their child's school involves them in discussions in a way that, "makes me feel confident in my child's education", responses were more positive for parents from the north compared to the south east and central south regions. Parents from the mid & west regions were also more positive compared to those from the central south region.

Regarding how their child's school involves them in discussions in a way that, "makes me feel motivated to support my child's education", responses were more positive for parents from the north region compared to the central south.

# Parents' perceptions of progress towards curriculum aspirations

Respondents were asked the extent to which they agreed (with response options ranging from "Strongly disagree" to "Strongly agree") to statements regarding the perceived impact of the curriculum, teaching and learning upon their child. Specifically, parents were asked the extent to which they agreed that the curriculum, teaching and learning at their child's school was helping them to become:

- "ambitious and capable"
- "healthy and confident"
- "enterprising and creative"
- "ethical and informed"

Respondents were subsequently asked the extent of their agreement with the following statements:

- "My child's teachers understand their child's background, ability and individual needs"
- "My child's teachers provide the right support to enable their child to make progress"
- "My child's education is helping them reach their full potential"
- "My child's education is meeting their needs"
- "My child's education supports their wellbeing"

**Summary findings: parents' perceptions of progress towards curriculum aspirations**

- Around half of parents indicated that they were confident that the curriculum, teaching and learning at their child's school was helping them to become healthy and confident, ethical and informed, enterprising and creative and ambitious and capable. Around half of parents agreed, and a minority disagreed, that their child's wellbeing was supported, that their child's needs were met, that teachers understood their child, that teachers provided the right support and helped their child reach their potential.

**Findings: parents' perceptions of progress towards curriculum aspirations**

Around half of parents indicated that they agreed with the following statements regarding their confidence that the curriculum, teaching and learning was helping them to become:

- "healthy and confident" (55% agreed, 24% disagreed)
- "ethical and informed" (55% agreed, 19% disagreed)

- "enterprising and creative" (53% agreed, 21% disagreed)
- "ambitious and capable" (48% agreed, 26% disagreed)

**Figure 14. Parents' perceptions of progress towards the four purposes**
Parents' responses to the question: "Do you agree or disagree with the following: I am confident that the curriculum, teaching and learning at my child's school is helping them to become..."
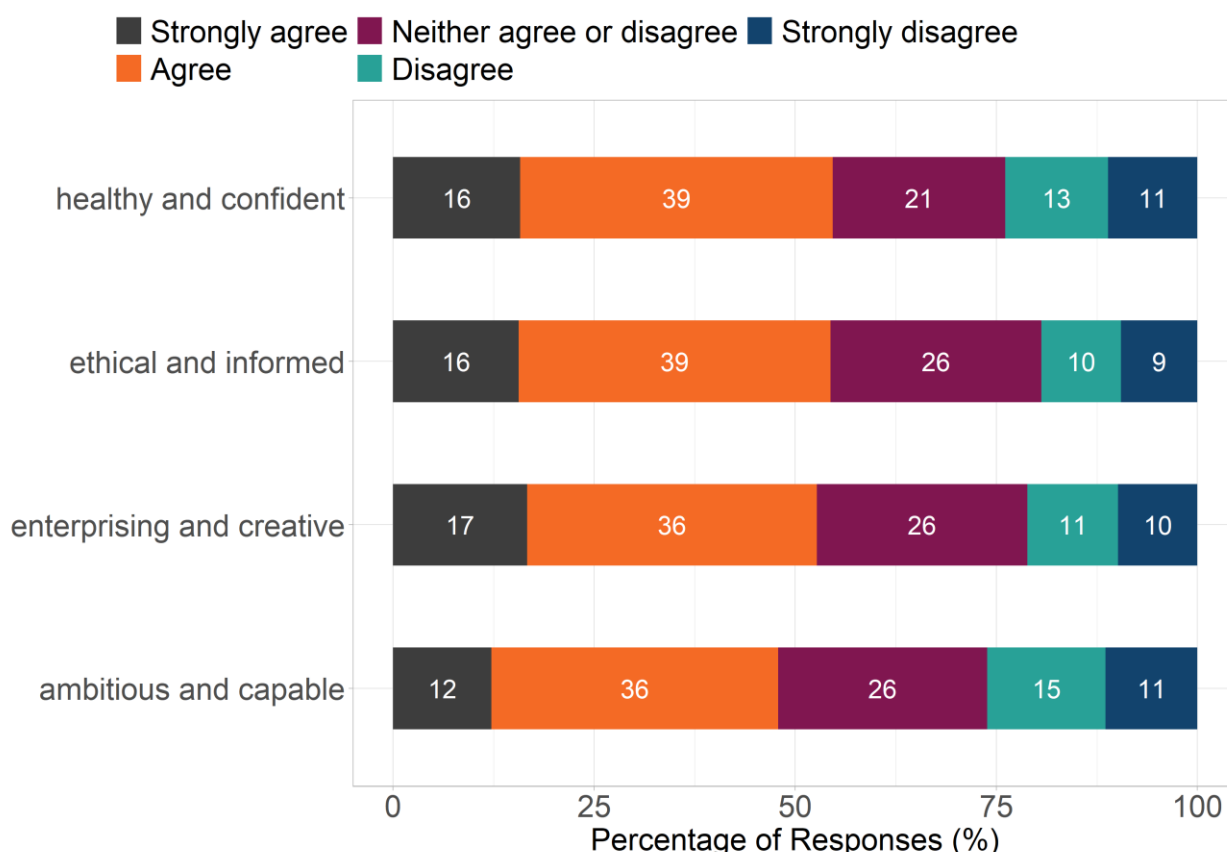


Notable differences between parent responses with different characteristics are outlined below. The approach used to identify notable differences is outlined in Chapter 2.

Regarding parent confidence that the curriculum, teaching and learning at their child's school is helping them to become, "ambitious and capable", responses were more positive for primary school parents compared to secondary school parents and for parents of non-disabled learners compared to parents of disabled learners. Responses were also more positive for parents of learners with an IDP compared to those without and for those with a home language of Welsh compared to English or a home language other than Welsh, English or both Welsh and English.

Regarding parent confidence that the curriculum, teaching and learning at their child's school is helping them to become, "healthy and confident", differences in responses included:

- primary school parents were more positive compared to secondary school parents
- parents of non-disabled learners were more positive compared to parents of disabled learners
- parents of learners with an IDP were more positive compared to parents of learners without an IDP
- parents of minority ethnic learners were more positive compared to parents of learners from white ethnic backgrounds
- parents with a home language of Welsh were more positive compared to those with a home language of English or a home language other than Welsh, English or both Welsh and English

Regarding parent confidence that the curriculum, teaching and learning at their child's school is helping them to become, "enterprising and creative", responses were more positive for primary school parents compared to secondary school parents and parents of non-disabled learners compared to parents of disabled learners. Responses were also more positive for those with a home language of Welsh compared to English. Responses were also more positive for parents in the south east region compared to the mid & west region.

Regarding parent confidence that the curriculum, teaching and learning at their child's school is helping them to become, "ethical and informed", responses were more positive for primary school parents compared to secondary school parents and for parents of non-disabled learners compared to parents of disabled learners. Responses were also more positive for those with a home language of Welsh compared to English.

Around half of parents indicated that they agreed with the following statements:

- "My child's teachers understand my child's background, ability and individual needs" (56% agreed, 27% disagreed)
- "My child's education supports their wellbeing" (54% agreed, 26% disagreed)
- "My child's teachers provide the right support to enable my child to make progress" (53% agreed, 30% disagreed)
- "My child's education is meeting their needs" (43% agreed, 37% disagreed)

- "My child's education is helping them reach their full potential" (42% agreed, 40% disagreed)

**Figure 15. Parents' perceptions of progress towards the aims of CfW**
Parents' responses to the question: "Do you agree or disagree with the following.."
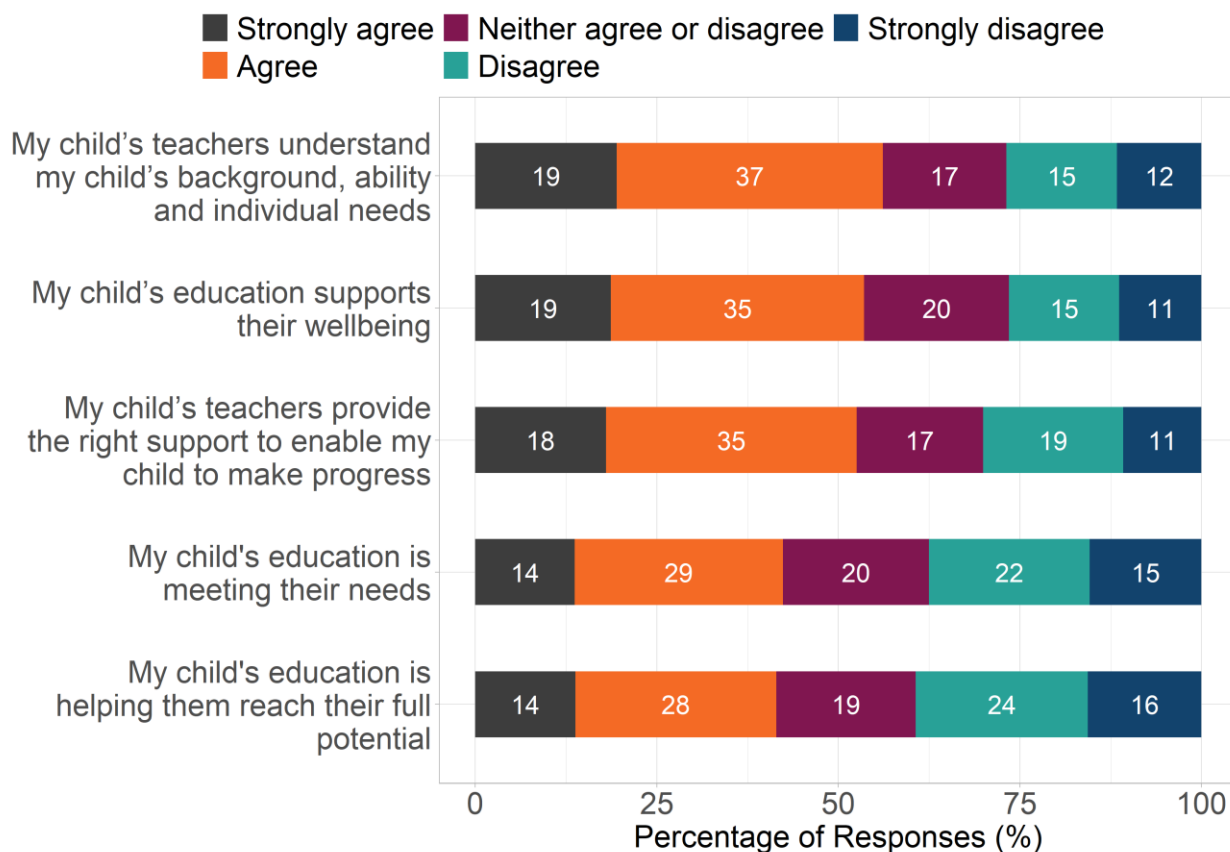


For the statement, "My child's teachers understand my child's background, ability and individual needs", differences in responses included:

- primary school parents were more positive compared to secondary school parents
- parents of non-disabled learners were more positive compared to parents of disabled learners
- parents of learners with an IDP were more positive compared to parents of learners without an IDP
- primary school parents from the mid & west region were more positive compared to parents from the central south
- parents from the central south were more positive compared to secondary school parents from the mid & west

- parents of learners in schools with a low percentage of eFSM learners were more positive compared to parents of learners in schools with a high percentage of eFSM learners

For the statement, "My child's teachers provide the right support to enable my child to make progress", responses were more positive for primary school parents compared to secondary school parents and parents of non-disabled learners compared to disabled learners. Responses were also more positive for parents of learners with an IDP compared to those without an IDP.

For the statement, "My child's education is helping them reach their full potential", responses were more positive for parents of non-disabled learners compared to parents of disabled learners. Responses were also more positive for parents of learners with a home language of Welsh compared to those with a home language of English or those with a home language other than Welsh, English or both Welsh and English.

For the statement, "My child's education is meeting their needs", differences in responses included:

- primary school parents were more positive compared to secondary school parents
- parents of non-disabled learners were more positive compared to parents of disabled learners
- parents of learners in Welsh-medium schools were more positive compared to parents of learners in English-medium schools
- parents of learners with an IDP were more positive than parents of learners without an IDP

For the statement, "My child's education supports their wellbeing", responses were more positive for primary school parents compared to secondary school parents and for parents of non-disabled learners compared to parents of disabled learners.

# Parents' confidence in the school curriculum

Respondents were asked the extent to which they agreed (response options range from "Strongly disagree" to "Strongly agree") with statements regarding their confidence in their child's education preparing them for their futures. Specifically, parents were asked to indicate the extent to which they were confident that what their child learns at school is:

- "Helping them prepare for their next steps in their education"

- "Helping them prepare for work and for life more generally"

**Summary findings: parents' confidence in the school curriculum**

- Around half of parents agreed that the school curriculum was preparing their child for their next steps in education but only a minority agreed that the school curriculum was preparing their child for work or life more generally

**Findings: confidence in the school curriculum**

Around half of parents indicated that they agreed with the following statements regarding their confidence in the school curriculum:

- "is helping them prepare for their next steps in their education" (52% agreed, 26% disagreed)

A minority of parents indicated that they agreed with the following statements regarding their confidence in the school curriculum:

- "is helping them prepare for work and for life more generally" (40% agreed, 33% disagreed)

**Figure 16. Parents' confidence in the school curriculum**

Parents' responses to the question: "Do you agree or disagree with the following: "Do you agree or disagree with the following statements?"
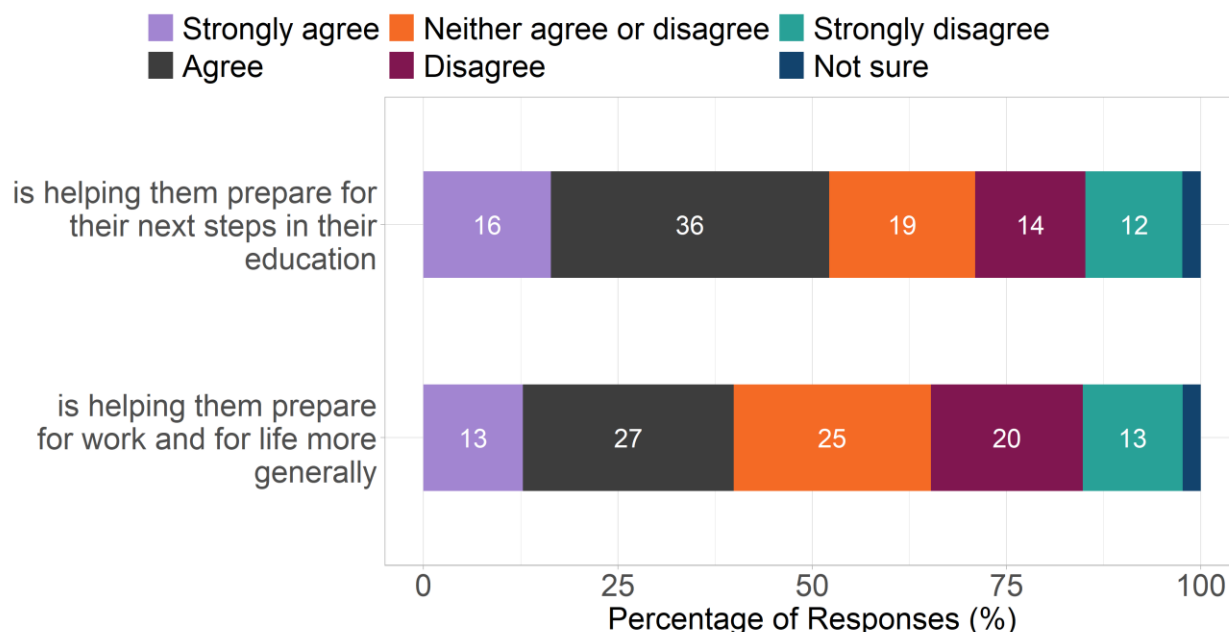


Notable differences between parent responses with different characteristics are outlined below. The approach used to identify notable differences is outlined in Chapter 2.

For parent confidence that what their child is learning, "is helping them prepare for their next steps in their education", differences in responses included:

- primary school parents were more positive compared to secondary school parents

- parents of non-disabled learners were more positive compared to non-disabled learners

- parents of learners with a home language of Welsh or both Welsh and English were more positive compared to those with a home language of solely English

- parents of learners in Welsh-medium schools were more positive compared to parents of learners in English-medium schools

For parent confidence that what their child is learning, "is helping them prepare for work and for life more generally", differences in responses included:

- parents of non-disabled learners were more positive compared to parents of disabled learners

- parents of learners with a home language of Welsh were more positive compared to those with a home language of English or with a home language other than Welsh, English or both Welsh and English

- parents of learners in Welsh-medium schools were more positive compared to parents of learners in English-medium schools

- parents of minority ethnic learners were more positive compared to parents of learners from white ethnic backgrounds

- parents in the south east region were more positive compared to parents in the mid & west region

- secondary school parents in the central south were more positive compared to secondary school parents from the south east

# Parents' satisfaction with their child's school

Parents were asked to what extent they agreed (with response options ranging from "Strongly disagree" to "Strongly agree") with a series of statements about their satisfaction with their child's school. Specifically, parents were asked to indicate their level of agreement with the following statements:

- "The school keeps me well informed"
- "Teachers and staff at my child's school are trustworthy"
- "Teachers and staff at my child's school are helpful"
- "Teachers and staff listen to me if I have a concern"
- "Teachers and school staff take good care of my child"
- "My child has access to extra help at school if needed"
- "I can reach my child's teacher(s) easily"
- "I am satisfied with my child's school"

**Summary findings: parents' satisfaction with their child's school**

- The majority of parents agreed, and a minority disagreed, that teachers took good care of their child, that teachers at their child's school were helpful and trustworthy, that they could reach teachers easily and that teachers listened to parents if they had a concern. Around half of parents agreed that their child had access to extra help if needed, that they were kept well-informed by the school and that they were satisfied with their child's school.

**Findings: parents' satisfaction with their child's school**

The majority of parents indicated that they agreed with the following statements regarding their satisfaction with their child's school:

- "Teachers and school staff take good care of my child" (75% agreed, 9% disagreed)
- "Teachers and staff at my child's school are helpful" (73% agreed, 11% disagreed)
- "Teachers and staff at my child's school are trustworthy" (71% agreed, 11% disagreed)
- "I can reach my child's teacher(s) easily" (70% agreed, 17% disagreed)
- "Teachers and staff listen to me if I have a concern" (68% agreed, 17% disagreed)

Around half of parents indicated that they agreed with the following statements regarding their satisfaction with their child's school:

- "I am satisfied with my child's school" (58% agreed, 23% disagreed)

- "The school keeps me well informed" (57% agreed, 29% disagreed)

- "My child has access to extra help at school if needed" (49% agreed, 21% disagreed)

**Figure 17. Parents' confidence in the school curriculum**

Parents' responses to the question: "Do you agree or disagree with the following: I am confident that what my child is learning at school..."
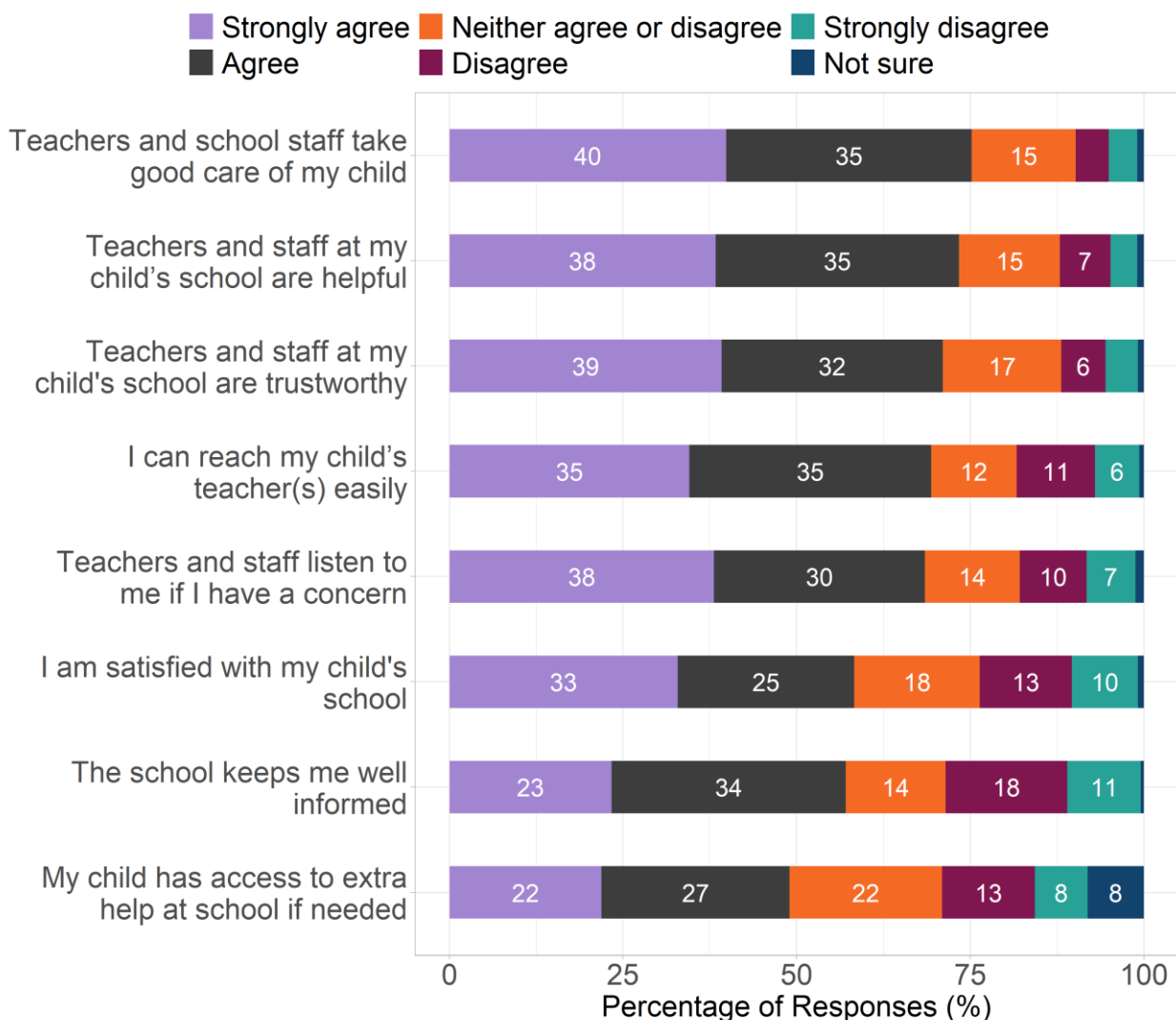


Notable differences between parent responses with different characteristics are outlined below. The approach used to identify notable differences is outlined in Chapter 2.

For the statement, "the school keeps me well informed", responses were more positive for primary school parents compared to secondary school parents and parents of non-disabled learners compared to parents of disabled learners. Responses were also more positive for parents of learners with a home language of Welsh or both Welsh and English compared to solely English.

For the statement, "teachers and staff at my child's school are trustworthy", differences in responses included:

- primary school parents were more positive compared to secondary school parents

- parents of non-disabled learners were more positive compared to parents of disabled learners

- parents of secondary school learners in schools with a low percentage of eFSM learners were more positive compared to parents of other learners

- parents outside of the south east and primary school parents in the south east were more positive compared to secondary school parents from the south east

For the statement, "teachers and staff at my child's school are helpful", differences in responses included:

- primary school parents were more positive compared to secondary school parents

- parents of non-disabled learners were more positive compared to parents of disabled learners

- parents of learners with an IDP were more positive compared to parents of learners without an IDP

- secondary school parents of learners in schools with a low percentage of eFSM learners were more positive compared to secondary school parents of learners in schools with a medium percentage of eFSM learners

- secondary school parents in the north and central south were more positive than secondary school parents in the south east

For the statement, "teachers and staff listen to me if I have a concern", differences in responses included:

- primary school parents were more positive compared to secondary school parents

- parents of non-disabled learners were more positive compared to parents of disabled learners

- parents of learners with an IDP were more positive compared to parents of learners without an IDP

- parents of learners from white ethnic backgrounds were more positive compared to parents of minority ethnic learners

For the statement, "teachers and school staff take good care of my child", differences in responses included:

- primary school parents were more positive compared to secondary school parents

- parents of non-disabled learners were more positive compared to parents of disabled learners

- parents of learners with an IDP were more positive compared to parents of learners without an IDP

- primary school parents of learners in Welsh-medium schools were more positive compared to primary school parents of learners in English-medium schools

- secondary school parents of learners in English-medium schools were more positive compared to secondary school parents of learners in Welsh-medium schools

- parents of learners in schools with a low percentage of learners with ALN were more positive compared to parents of learners in schools with a high percentage of learners with ALN

For the statement, "My child has access to extra help at school if needed", responses were more positive for parents of non-disabled learners compared to parents of disabled learners. Responses were also more positive for parents of learners with an IDP compared to those without.

For the statement, "I can reach my child's teacher(s) easily", differences in responses included:

- primary school parents were more positive than secondary school parents

- parents of learners with an IDP were more positive than parents of learners without an IDP

- secondary school parents of disabled learners were more positive than parents of non-disabled learners

- parents of non-disabled learners were more positive than primary school parents of disabled learners

- parents of learners in schools with a low or medium percentage of learners with ALN were more positive than parents of learners in schools with a high percentage of learners with ALN

- parents in the mid & west were more positive compared to parents in the central south

- parents with a home language of Welsh were more positive than parents with a home language of solely English or both Welsh and English

- parents with a home language other than Welsh, English or both Welsh and English were more positive than parents with a home language of solely English

For the statement, "I am satisfied with my child's school", responses were more positive for primary school parents compared to secondary school parents and parents of non-disabled learners compared to parents of disabled learners. Responses were also more positive for parents of learners with an IDP compared to those without.

# Parents' satisfaction with information about their child's progress

Parents were asked to what extent they agreed with a series of statements about their satisfaction with information they received about their child's progress. Different variations of some questions were presented to parents of learners in Reception to Year 6 and parents of learners in Years 7 to 9. All response options ranged from "Very unsatisfied" to "Very satisfied" regardless of the question variety asked.

For parents of Reception – Year 6 learners, they were specifically asked how satisfied they were with the information they received about:

- "my child's overall progress"

- "my child's progress in literacy"

- "my child's progress in numeracy"

For parents of Years 7 to 9 learners, they were specifically asked how satisfied they were with the information they received about:

- "my child's overall progress"

- "my child's progress in English"

- "my child's progress in Welsh"

- "my child's progress in mathematics and numeracy"

All parents were then asked to indicate their level of agreement with statements regarding their satisfaction with how information about their child's progress was communicated. The response options ranged from "Strongly disagree" to "Strongly agree" and parents were specifically asked if they were satisfied with:

- "how they receive information about their child's progress"

- "how often they receive information about their child's progress"

For the analysis presented in this chapter, responses to the statements on parent satisfaction with the information they receive on "My child's progress in numeracy" as seen by parents of Reception to Year 6 learners and "My child's progress in mathematics and

numeracy" as seen by parents of Year 7 to 9 learners, were combined and are presented as "your child's progress in numeracy".

**Summary findings: parents' satisfaction with information about their child's progress**

- For the statements seen by secondary school parents regarding satisfaction with the information received about their child's progress in Welsh and English, a minority of parents reported being satisfied. For the two statements seen by all parents and the statement on literacy seen by primary school parents, around half reported being satisfied with the information they received on progress in numeracy, literacy and overall. For all statements, a minority of parents reported being dissatisfied

**Findings: parents' satisfaction with information about their child's progress**

Around half of parents indicated that they were satisfied with the information they receive on their child's progress in the following areas:

- "your child's progress in numeracy" (56% satisfied, 25% dissatisfied)

- "your child's overall progress" (55% satisfied, 26% dissatisfied)

- "your child's progress in literacy", parents of Reception to Year 6 learners only, (54% satisfied, 25% dissatisfied)

A minority of parents indicated that they were satisfied with the information they receive on their child's progress in the following areas:

- "your child's progress in English", parents of Year 7 to 9 learners only, (38% satisfied, 25% dissatisfied)

- "your child's progress in Welsh", parents of Year 7 to 9 learners only, (36% satisfied, 24% dissatisfied)

**Figure 18. Parents' satisfaction with information about their child's progress**

Parents' responses to the question: "How satisfied are you with the information you receive from your child's school about..."
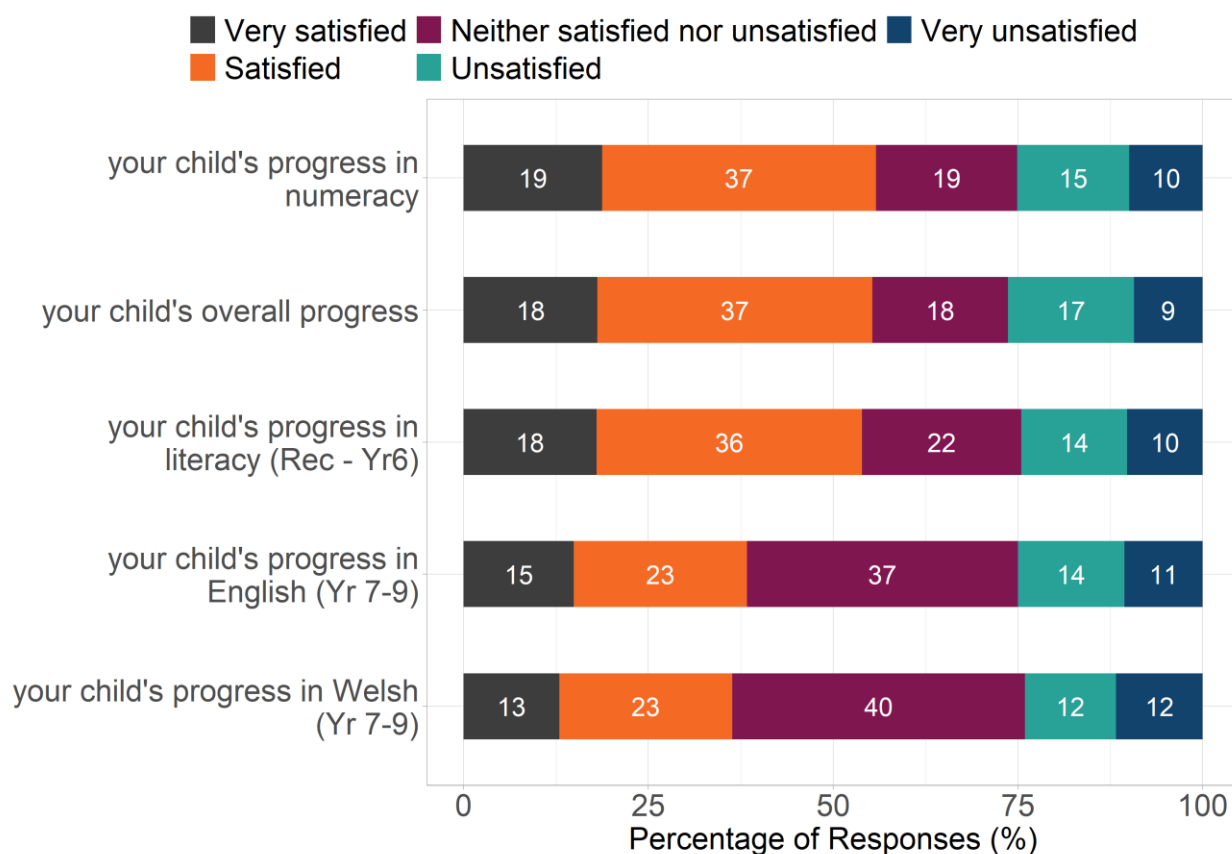


Notable differences between parent responses with different characteristics are outlined below. The approach used to identify notable differences is outlined in Chapter 2.

For parent satisfaction with the information they receive on "your child's overall progress", differences in responses included:

- primary school parents were more positive compared to secondary school parents

- parents of non-disabled learners were more positive than parents of disabled learners

- parents of learners with an IDP were more positive than parents of learners without an IDP

- parents with a home language of Welsh were more positive than parents with a home language of English

For parent satisfaction with the information they receive on, "your child's progress in literacy", as seen by parents of primary school learners, responses were more positive for parents of non-disabled learners compared to parents of disabled learners. Responses were also more positive for parents of learners with a home language of Welsh compared to those with a home language of English or a home language other than Welsh, English or both Welsh and English.

For parent satisfaction with the information they receive on, "your child's progress in English", as seen by parents of secondary school learners, responses were more positive for those based in the central south region compared to the mid & west region and the south east region. Parents of learners in schools with a medium or high percentage of eFSM learners were more positive than parents of learners in schools with a low percentage of eFSM learners.

For parent satisfaction with the information they receive on "your child's progress in numeracy", differences in responses included:

- parents of non-disabled learners were more positive than parents of disabled learners

- parents with a home language of Welsh were more positive than parents of learners with a home language of English or with a home language other than Welsh, English or Welsh and English

- parents of learners in schools with a low or medium percentage of learners with ALN were more positive than parents of learners in schools with a high percentage of learners with ALN

- parents of learners in schools with a medium percentage of eFSM learners were more positive than parents of learners in schools with a low percentage of eFSM learners

For parent satisfaction with the information they receive on, "your child's progress in Welsh", as seen by parents of secondary school learners, responses were more positive for those based in the central south region compared to the south east. Parents of learners in schools

with a high percentage of eFSM learners were more positive than parents of learners in schools with a low percentage of eFSM learners.

Around half of parents agreed with the following statements regarding their satisfaction with how they were informed about their child's progress:

- "I am satisfied with how I receive information about my child's progress" (53% agreed, 29% disagreed)

- "I am satisfied with how often I receive information about my child's progress" (47% agreed, 37% disagreed)

**Figure 19. Parents' satisfaction with information about their child's progress**

Parents' responses to the question: "I am satisfied with..."
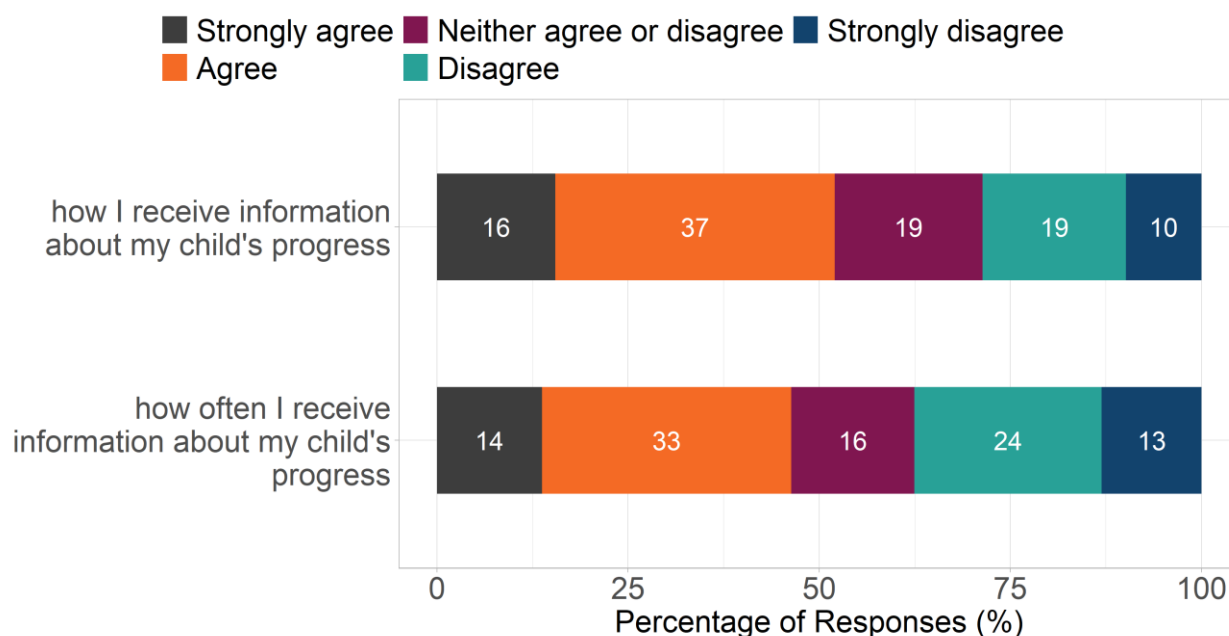


Notable differences between parent responses with different characteristics are outlined below. The approach used to identify notable differences is outlined in Chapter 2.

Regarding parent satisfaction with "how I receive information about my child's progress", differences in responses included:

- primary school parents were more positive compared to secondary school parents

- secondary school parents of disabled learners were more positive compared to parents of non-disabled learners

- primary school parents of non-disabled learners were more positive than primary school parents of disabled learners

- primary school parents of learners with an IDP were more positive compared to primary school parents of learners without an IDP

- secondary school parents of learners without an IDP were more positive than secondary school parents of learners without an IDP

- parents with a home language of Welsh or both Welsh and English were more positive than parents with a home language of English

Regarding parent satisfaction with "how often I receive information about my child's progress", differences in responses included:

- primary school parents were more positive compared to secondary school parents

- parents of non-disabled learners were more positive compared to parents of disabled learners

- parents of learners with an IDP were more positive than parents of learners without an IDP

- parents with a home language of Welsh or both Welsh and English were more positive compared to parents with a home language of English

# Parents' overall view on the CfW

Parents were asked how supportive they were of the CfW overall. Response options ranged from "Not supportive at all" to "Very supportive", with respondents subsequently invited to provide further written comments regarding their selected level of support in an open-text question.

**Summary findings: parents' overall view on CfW**

- around half of respondents reported being somewhat or very supportive of the CfW and a minority said they were either not supportive or somewhat unsupportive of the CfW

**Findings: parents' overall view on CfW**

Around half of parents indicated that they were supportive in response to the following statement:

- "Overall, how supportive are you of the Curriculum for Wales" (51% supportive, 25% unsupportive)

**Figure 20. Parents' overall view on the CfW**
Parents'/carers' response to the question: "Overall, how supportive are you of the Curriculum for Wales?"
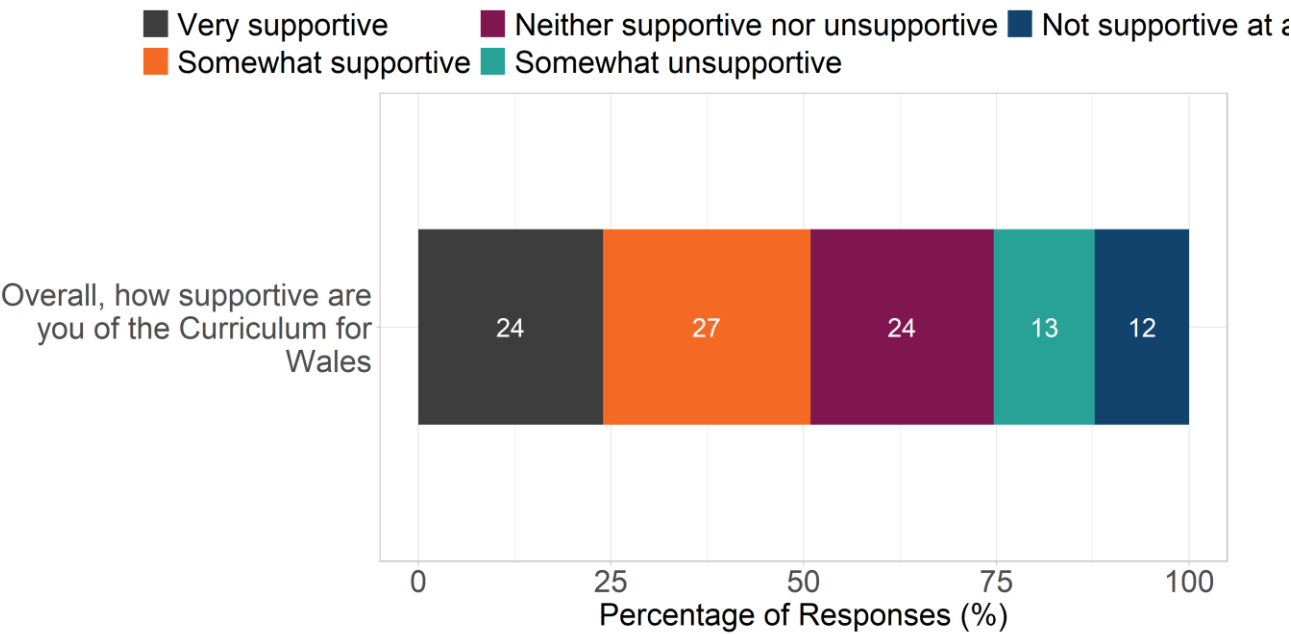
Notable differences between parent responses with different characteristics are outlined below. The approach used to identify notable differences is outlined in Chapter 2.

In response to the question "Overall, how supportive are you of the Curriculum for Wales", responses were more positive for parents with a home language of Welsh compared to those with a home language of English, Welsh and English or a home language other than Welsh, English and Welsh and English, Parents of minority ethnic learners were more positive compared to those from a white ethnic background and parents of learners in Welsh-medium schools were more positive compared to English-medium schools. Parents in the south east were more positive than parents in the mid & west region.

**Open-text responses: Overall, how supportive are you of the Curriculum for Wales? Please can you explain your response further:**

Respondents were asked whether they could explain their response further in an open-text box. In total 391 parents provided comments in response to this (221 primary, 167 secondary, 2 PRU and 1 special school parent). The most frequently raised points are set out below.

A minority of **parents commented that they did not know anything about CfW and would like more information about it**. These parents indicated that they did not know much about CfW or didn't understand it enough about it to have a view. A small minority of parents commented that they would like more information in general, or better communication overall from the school.

A minority of **parents raised a concern relating to what their child was taught at school**. This included concerns about an insufficient focus on literacy and numeracy skills, life skills and physical activity as well as concerns about how religion or sex education was being taught. There were also concerns from a small minority of parents about an attainment gap, educational standards and teacher quality more generally.

A small minority of **parents liked the idea of CfW** but also felt its success depended on teacher quality and how well schools were able to realise it. Some of these parents felt it was too early to tell whether CfW would be successful or not and some felt that schools needed more support or resources to help implement it.

A small minority mentioned how **CfW was benefitting learners**. These parents commented positively that they felt CfW was more holistic and included more of a focus on life skills and

wellbeing, in addition to attainment and qualifications. Some of these parents mentioned specific CfW elements including outdoor education, learner voice, contexts for learning, critical thinking and problem-solving skills as well as a focus on the individual.

A small minority of **parents commented that the school was not meeting the needs of all learners.** Some of these parents felt their child's school was not 'stretching' their child enough while others felt the school wasn't supporting learners facing challenges to progress.

# Parents' confidence in their child's education

Parents were asked how confident they felt about the standard of their child's education overall, with response options ranging from "Not at all confident" to "Completely confident".

**Summary findings: parents' confidence in their child's education**

- The majority of parents reported they were either somewhat or completely confident in the standard of their child's education, while a minority were not very or not at all confident.

**Findings: confidence in their child's education**

The majority of parents indicated that they felt some level of confidence in response to the following statements regarding their child's education:

- "Overall, how confident do you feel about the standard of your child's education" (64% had some degree of confidence, 36% had little to no confidence)

**Figure 21. Parents' confidence in their child's education**
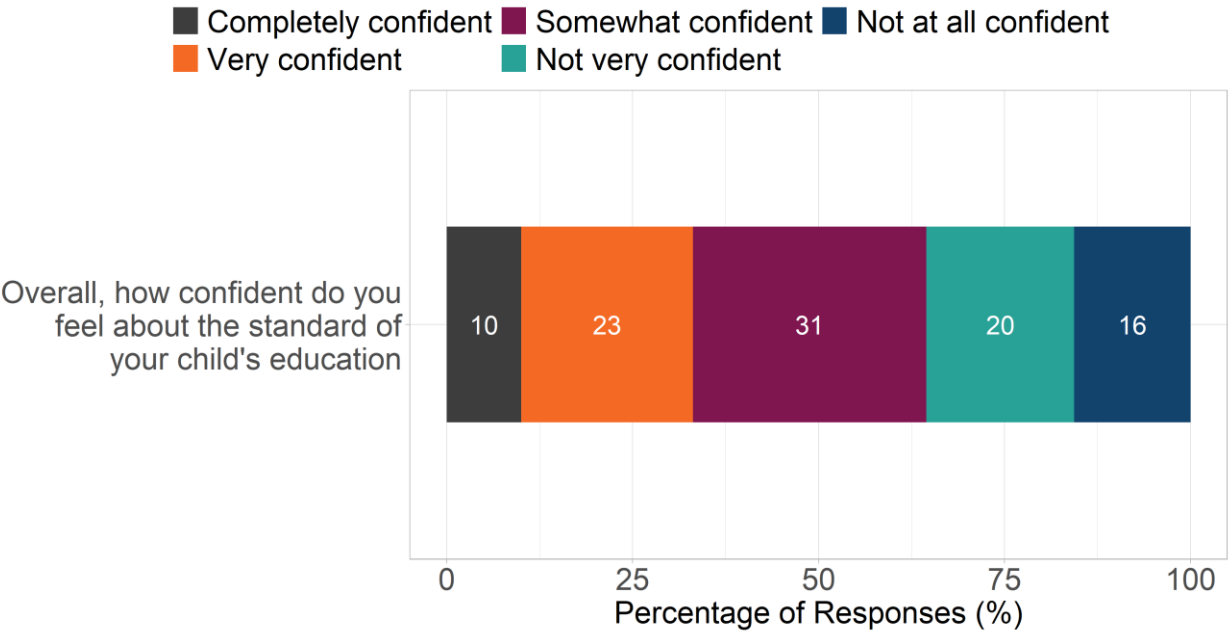


Notable differences between parent responses with different characteristics are outlined below. The approach used to identify notable differences is outlined in Chapter 2.

In response to the question, "overall, how confident do you feel about the standard of your child's education", differences in responses included:

- primary school parents were more positive compared to secondary school parents

- parents of non-disabled learners were more positive compared to parents of disabled learners

- parents with a home language of Welsh were more positive compared to those with a home language of English

- parents of learners in schools with a medium percentage of learners with ALN were more positive compared to parents of learners in schools with a high percentage of learners with ALN

# Parents' views on further information, most beneficial elements and concerns about the curriculum

Parents were asked to what extent they agreed with three optional open-text questions. These were:

- "the one thing I'd like to know more of about the school's curriculum is…"

- "the one part of the school's curriculum that will be of most benefit to my child is…"

- "the thing that worries me most about the school's curriculum is..."

**Summary findings: parents' views on further information, most beneficial elements and concerns about the curriculum**

When asked what one thing they'd like to know more about the school's curriculum , a minority of parents commented that:

- they wanted to know more about what their child was being taught at school, how their child's school curriculum was planned and how decisions were made about it

- they didn't know anything about CfW, stating either that they had not been provided with any information about it from the school

- they would like to know more about how the CfW was being tailored to meet the needs of their child

- they wanted to know more about how their child's progression would be measured

When asked what one part of the school's curriculum would be of most benefit to their child, a minority of parents commented that:

- the focus on health and wellbeing in CfW would be of most benefit to their child

- one or more of the cross-curricular skills (literacy, numeracy, digital competence) was important, noting that their school should be focused on them

- they considered that a greater variety of learning experiences would be of benefit to their child

- specific aspects of the CfW would be of benefit to their child (e.g. four purposes, making connections between subjects and the focus on diversity and the Welsh context)

- they didn't think any aspects of the curriculum would benefit learners but raised concerns about CfW

When asked what worried parents most about the school's curriculum, a minority of parents commented that:

- they were concerned that the curriculum, or their child's education more broadly, was not tailored sufficiently to meet their child's individual needs

- they had concerns related to what was being taught

- they felt that the CfW was too vague and open to interpretation

- they were concerned that schools lacked the resources to implement the curriculum effectively

- they lacked awareness, knowledge or understanding of the CfW

- they were concerned about the quality of their child's education, standards and quality of teaching more broadly, including concerns about their child's ALN and the support available to help them learn

- they were concerned about assessment, qualifications and transition from compulsory education to post-16 learning

**Findings: what parents would like to know more about the school's curriculum**

Parents were asked to provide open-text comments in response to the following statement "The one thing I'd like to know more of about the school's curriculum is…". A total of 421 parents provided open-text responses to this question, comprising 224 primary, 195 secondary and 2 PRU parents. The most frequently raised points are set out below. Each of the points was raised by similar proportions of primary and secondary school parents unless otherwise stated.

**Parents wanted to know more about what their child was being taught at school**. These parents explained that they would like more information so they could support their child's learning at home. Some of these parents wanted a regular breakdown of topics to see what their child was learning across the year and in what subjects. Some expressed the need for more information about how certain topics or subjects were taught (such as maths, literacy, religion or sex education) or why their child was learning certain topics.

Parents **wanted to know more about how their child's school curriculum was planned and how decisions were made about it**. These parents explained that they would like more information so they could support their child's learning at home, or that they wanted to understand why some subjects were prioritised over others.

**Parents said that they didn't know anything about CfW**, stating either that they had not been provided with any information about it from the school.

**Parents said that they would like to know more about how the CfW was being tailored to meet the needs of their child**. Some of these parents said they would like to know how the curriculum would take into account how children prefer to learn, their child's ALN and how the CfW would challenge their child.

**Parents wanted to know more about how their child's progression would be measured,** and this was more often raised by primary parents. Secondary school parents more frequently mentioned a desire to know more about qualifications including GCSEs. A small minority of parents, primarily those of secondary school learners, also commented on wanting more information about assessment and how CfW aligned and linked with assessments, specifically how their child would be assessed, what the exams or assessments would look like, what qualifications would be gained and how they would compare to other home nations.

**Findings: what part of the school's curriculum parents will be of most benefit to their child**

Parents were asked to provide open-text comments in response to the following statement: "The one part of the school's curriculum that will be of most benefit to my child is...". A total of 339 parents provided open-text responses, comprising 188 primary school, 149 secondary school and 2 PRU parents. The most frequently raised points are set out below.

**Parents commented that the focus on health and wellbeing in CfW would be of most benefit to their child**. This included parents explicitly mentioning health and wellbeing, mental health and becoming healthier and more confident. Some of these parents referred to wellbeing sessions delivered in their child's school and support their child received to manage their emotional wellbeing, while others emphasised the importance of physical activity to their child.

**Parents commented on the importance of one or more of the cross-curricular skills** (literacy, numeracy, digital competence) and noted that their school should be focused on them. A few of these parents described ways in which their school was embedding cross-curricular skills within the curriculum. Furthermore, "life skills" were explicitly mentioned by a small minority of parents as the most beneficial aspect part of the curriculum. Parents expanded on this by providing examples, ranging from social and emotional skills (e.g. interaction, managing relationships) to skills integral to the four purposes (e.g. problem-solving, independence, innovation) and practical skills (e.g. cookery, managing money).

**Parents considered that a greater variety of learning experiences would be of benefit to their child.** Parents expanded on this by referring to examples including activities beyond the classroom, outdoor learning (e.g. Forest Schools), peer mentoring and exposure to careers and work-related experiences. Parents referred to the benefits of being exposed to more real-life experiences through their education.

**Parents mentioned specific aspects of the CfW that they felt would be of benefit to their child.** These included the four purposes, making connections between subjects and the focus on diversity and the Welsh context.

**Parents did not note any aspects of the curriculum that would benefit learners but instead raised concerns about CfW**, including a perception that there was not enough focus on physical activity, concerns about specific subjects and a need for more focus on cross-curricular skills. Some also re-emphasised that they did not know enough about the CfW.

**Findings: what worries parents most about the school's curriculum**

Parents were asked to provide open-text comments in response to the following statement: "The thing that worries me most about the school's curriculum is...". A total of 444 parents

provided open-text responses, comprising 250 primary school, 192 secondary school and 2 PRU parents. The most frequently raised points are set out below.

**Parents were concerned that the curriculum, or their child's education more broadly, was not tailored sufficiently to meet their child's individual needs**. These respondents included parents who were concerned that their child may not reach their full potential as well as parents of learners with ALN and MAT learners who felt their child's specific needs were not met.

**Parents raised concerns relating to what is taught.** This included concerns that the curriculum did not cover certain aspects in sufficient depth (e.g. cross-curricular skills, Science), and a perception that the curriculum includes too much. Some of these parents raised concerns about the inclusion of specific elements in the CfW framework, particularly RSE, and some were concerned that CfW was too focused on local and national contexts.

**Parents felt that the CfW was too vague and open to interpretation, and that schools lacked the resources to realise the curriculum effectively.** Some of these parents were concerned about inconsistencies between schools and the potential that their child could miss out on some aspects of learning, compared with learners in other schools. Staff time and financial resources were most frequently mentioned by those who raised concerns about resources.

**Parents reported that they lacked awareness, knowledge or understanding of the CfW**. These comments ranged from those who stated they knew nothing or very little about the CfW to those who had some awareness but felt their school had not explained it sufficiently well to them.

**Parents raised general concerns about the quality of their child's education, educational standards and quality of teaching more broadly** and the capacity of teachers in their child's school to implement the CfW as intended. Some of these parents raised concerns relating to their child's ALN and the support available to help them learn. Concerns about their child's health and wellbeing as well as broader concerns about learners' behaviour and attitudes to learning were mentioned alongside these issues.

**Parents raised issues about assessment, qualifications and transition from compulsory to post-16 education**. Among these, primary school raised concerns about their child's transition to secondary school and how their progress would be monitored.

Secondary school parents raised concerns about the relevance of qualifications at age 16 and their value among employers and outside Wales.

# 7. Part D: Comparing the responses of parents and learners

## Comparing parents' and learners' responses to related questions

In the parent and learner surveys, some similar themed questions, with different wording, were asked to both parents and learners. Below is a summary of parents and learners' responses to related questions across these themes. It is important to note that different questions were used for parents and learners, and this should be taken into account when comparing their responses. For example, some questions asked parents to reflect on their own experiences, while others asked about their perceptions of their child's experiences.

Findings relating to themes where learners and parents had broadly similar views are presented first, followed by themes where learners had more positive views than parents (and vice versa). Under each theme, the findings for all learners and parents are presented first, followed by findings relating to primary learners and then secondary learners. Responses reported are for those that indicated agreement or responded positively to questions (e.g. combining "Agree" and "Strongly agree").

**Summary: comparing the responses of parents and learners**

Parents and learners were asked different, though related survey questions across several themes.

Parents had similar views to learners in relation to collaboration or involvement in the curriculum.

Learners had more positive views than parents in relation to some themes:

- learner wellbeing

- learners get all the help they need

- satisfaction with or enjoyment of school

- feeling informed about learners' progress

- school helping learners reach their full potential

135

- progress towards the four purposes

Parents had more positive views than learners in relation to feeling listened to by staff and teachers.

## Themes where parents' views were similar to learners
### Collaboration or involvement in the curriculum

Similar percentages of parents and learners reported involvement in collaborative activity relating to the curriculum. Around half of both primary parents and primary learners reported they had been involved in various aspects of curriculum design. Similarly, a minority of both secondary parents and learners reported they had been involved in various aspects of curriculum design.

Just under half of parents agreed that they had been given an opportunity to be involved with the curriculum at their child's school through either sharing their ideas about what or how their child learns or giving feedback on the curriculum. Similar percentages of learners agreed that their teachers asked them what they'd like to learn about and that they could tell their teachers if they liked what they were learning about. Higher percentages of primary learners and parents agreed with the statements relating to collaboration and involvement compared with secondary learners and parents.

### Learners' needs being met / getting all the help they need

A similar percentage of learners reported that they received all the help they needed in school, compared with the percentage of parents reporting that their child's needs were being met in their education. Around half of learners agreed that they received all the help they needed in school and around half of parents agreed that their child's needs were being met. Primary learners and parents responded more positively than those in the secondary phase.

## Themes where learners had more positive views than parents
### Feeling informed about progress

A higher percentage of learners compared with parents indicated that they felt informed about their (or their child's) progress. The majority of learners agreed that their "teacher helps them understand when they've done well or moved forward in their learning" (Reception to Year 2 learners saw the alternate phrasing: "My teachers help me understand when I am getting better at learning") and around half of parents were satisfied with the "information they receive from their child's school about their child's overall progress". Both primary learners and parents responded more positively than those in the secondary phase.

**School helps learners reach their full potential/ be the best they can be**

A higher percentage of learners reported that school was helping them be the best they could be, compared with the percentage of parents reporting that their child's school was helping them reach their full potential.

Primary learners and parents responded more positively than those in the secondary phase. The majority of primary learners agreed that school was helping them to "be the best they can be" compared to around half of primary parents who agreed that "my child's school is helping them reach their full potential". A minority of secondary learners and a minority of parents agreed that school was helping them to reach their full potential.

**Progress towards the four purposes**

The majority of learners agreed with all except two of the statements that asked them about whether their school was helping them to make progress towards various aspects of the four purposes. In comparison, around half of parents felt that school was helping their child to make progress towards each of the four purposes.

Primary learners and parents were more likely than those in the secondary phase to agree that school was helping them to make progress towards the four purposes.

# Themes where parents had more positive views than learners
## Feeling listened to by staff and teachers

A higher percentage of parents reported that they felt listened to by staff and teachers if they had a concern, compared with the percentage of learners who agreed that "teachers

and staff really listen to children". Primary parents and learners were more likely to report that they felt listened to by staff and teachers compared with secondary parents and learners.

# 8. Part E: exploring relationships between survey variables:

## Factor analysis (FA) and structural equation modelling (SEM)

The following chapters explore relationships between grouped sets of questions (factors) in the survey to examine the strength of relationships between these. The methodology for this involved complex statistical techniques, namely Factor Analysis (FA) and Structural Equation Modelling (SEM). SEM is an extension of FA as it allows analysis of relationships between factors identified through FA. Each individual relationship between factors of interest is investigated using a regression, which outputs a 'path coefficient' that can be interpreted in a manner similar to correlation. SEM does not establish causality – that one factor leads to another – merely that the scores respondents achieve on two factors correlate. But nonetheless, it can provide useful insights that aid further rounds of survey design, as well as helping to better understand the relationships between factors in the ToC. Details of the methodology are set out in Chapter 2 and further details on which questions were grouped for each factor are included in Annex C.

## Factor analysis

Factor analysis was undertaken to verify whether the questions under each factor correlated together sufficiently well to enable an exploration of relationships between the factors themselves. The analysis showed that respondents broadly answered the questions under each factor in a consistent way, indicating that the questions were related to the underlying factors as anticipated. The analysis concluded that the questions under each factor correlated together sufficiently well to explore relationships between the factors.

The derived factors for the parents' models were:

- parent's awareness of curriculum change: this factor was derived from questions on parents' awareness that schools design their own curriculum and that the CfW is focussed on the four purposes

- parents' knowledge of the new curriculum's focus: this factor was derived from questions on parents' knowledge that the CfW is focused on a broad and balanced education, knowledge and skills and providing real-life experiences

- opportunity for parents' collaboration on curriculum design: this factor was derived from questions on opportunities for parents to collaborate with their child's school in relation to what and how their child learns, how to support learning, giving feedback on the curriculum and contributing their own expertise

- promotion of parents' agency: this factor was derived from questions about the presence of conducive conditions for parent involvement in curriculum discussions (being listened to and having confidence in their child's education) and parent motivation to support their child's education

- parents' trust in school: this factor was derived from questions on parents' satisfaction with their child's school overall as well as the quality and ease of communication with the school, the availability of support, the quality of care provided and parents' levels of trust in staff

- parents' perceptions of progress towards four purposes: this factor was derived from questions on parents' confidence that the curriculum, teaching and learning at their child's school is helping them to develop in the ways described in the four purposes

- parents' perceptions of progress being supported: this factor was derived from questions relating to how their child's general progress was supported by their teachers and education

- parents' perceptions of progress that prepares learners for the future: this factor was derived from questions on parents' confidence that their child's education prepares them for subsequent education, work and wider life

- parents' satisfaction with information on progress: this factor was derived from questions on parents' satisfaction with information they receive on their child's progress, both overall and with respect to key curriculum areas (literacy, numeracy and, for secondary school parents, Welsh)

- parents' satisfaction with provision of information: this factor was derived from questions on parents' satisfaction with the approach through which they receive information on their child's progress and the frequency of this provision

The derived factors for the learner models were:

- learner perceptions of progress toward four purposes: this factor was derived from questions on whether learning at school was helping them to progress towards the four purposes expressed in the CfW (aspirations to become ambitious and capable, healthy and confident, enterprising and creative, and ethical and informed)

- responses to the different variations in phrasing seen by different year groups were combined in the derivation

- learner collaboration on curriculum design: this factor was derived from questions on collaboration on curriculum design at the classroom level, focussing on learners' communication with their teachers, both generally and in regard to what they learn, how they learn and their if they enjoy their lesson topics

- learner trust in school: this factor was derived from questions on if learners felt their teachers could be relied upon to help and support them, and to be fair in ways that make school enjoyable and a place where learners can be themselves

- learner wellbeing: this factor was derived from questions relating to learner's positive emotional state (being in a good mood and getting on with people) and their positive outlook (anticipating good things in life, feeling cared for and having things to be proud of)

## Structural equation modelling (SEM)

As noted in Chapter 2, while the hypothesised relationships between components in the ToC were reflected in the creation of factors, the ToC also included hypothesised relationships between factors. SEM is an extension of FA which allows relationships between factors to be investigated. Each individual relationship between factors of interest is investigated using a regression, which produces a 'path coefficient' as an output, that can be interpreted in a manner similar to correlation. As noted in Chapter 2, SEM path coefficients of +/- 0-0.5 indicate weak to moderate correlations while coefficients of +/- 0.5-1 indicate moderate to strong correlations.

Having established with FA that some of the factors underlying the ToC for the curriculum and assessment reforms could be modelled from survey data, two SEM hypotheses were

tested to assess whether the ToC could also describe the relationships between factors. These hypotheses were called:

- learner model: exploring whether collaboration on curriculum design, trust in school, and wellbeing is related to learners' perceptions of progress towards the four purposes

- parent model: exploring whether parents' opportunity for collaboration on curriculum design, promotion of parent agency by schools and parent trust in school is related to perceptions of progress towards curriculum aspirations

The relationships described by each of the above models are illustrated in modified versions of the ToC illustration published in the Scoping Study for the evaluation of the curriculum and assessment reforms in Wales. The analysis found that the relationships explored between factors in the learner model were relatively strong and that those in the parent model were strong, indicating that the models fit the survey data well. The relationships investigated as part of the learner and parent models are shown below, followed by the main findings relating to each. In Figures 21 and 22 below, items on the left are factors (or predictor variables) which are hypothesised to be correlated with, or predict, those in the middle (intermediaries) and which are in turn hypothesised to be correlated with, or predict, those on the right (outcome factors). Arrows denote the hypothesised direction of the relationship. The numbers denote the standardised coefficients, indicating the strength of the relationship between factors.

The colours are related to the ToC presented in the Scoping Study for the evaluation of the curriculum and assessment reforms in Wales. Factors in light blue boxes are activities for practitioners, those in light yellow are short-term and ongoing outcomes, darker blue is used for to activities of practitioners (including those aimed at involving parents) and darker yellow for medium term and ongoing outcomes as presented the ToC. In each box, a summary of the survey questions that loaded onto this factor is presented. Red text indicates values that were not statistically notable. Further technical information about the diagrams is presented in Annex D.

**Model fit metrics**

To assess FA and SEM fit, the key fit indices and the desired thresholds that indicate good model fit were:
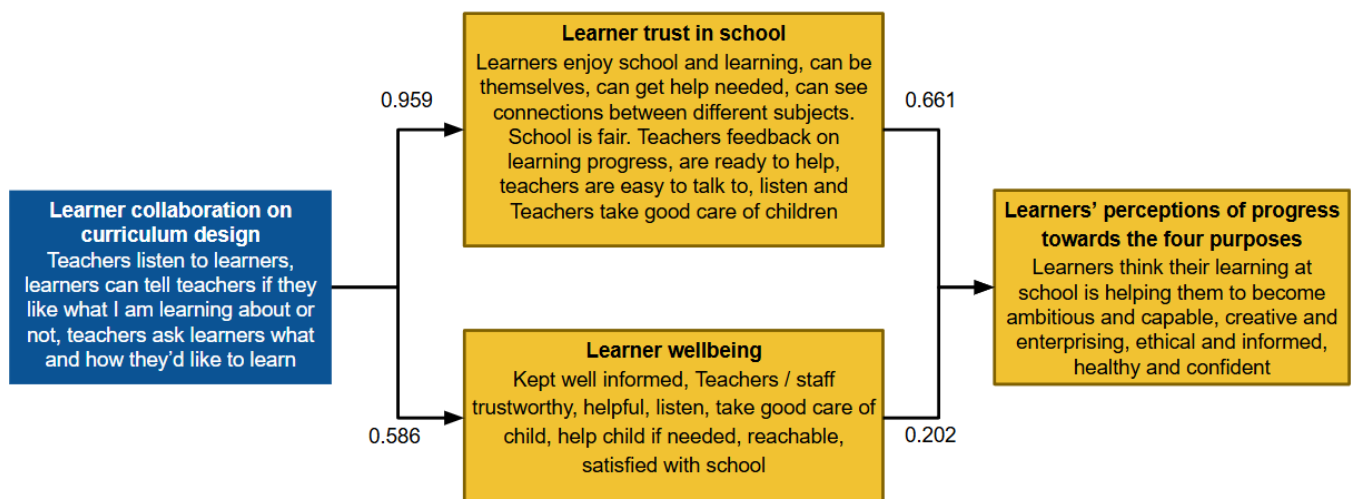
- relative fit indices:

  o Comparative fit index (CFI): at least > 0.9 or ideally > 0.95

  o Tucker-Lewis index (TLI): at least > 0.9 or ideally > 0.95

- absolute fit indices

  o Root mean squared error of approximation (RMSEA): < 0.05

  o Standardised root mean square residual (SRMR): < 0.08

Note that for the FA and SEMs, where some data was missing and had to be estimated, the more robust variants of the relative fit indices were utilised in models with estimated values.

**Summary findings: learner model**

The "Learner model" hypothesised that the levels of learners' collaboration on curriculum design, their trust in school and wellbeing would impact learners' perceptions of their progress towards the four purposes. Each of these factors were either medium-term outcomes or activities in the ToC.

**Figure 22. Learner model: exploring whether collaboration on curriculum design, trust in school, and wellbeing is related to learners' perceptions of progress towards the four purposes**

The findings show that the model fits the data reasonably well and that there were moderate to high correlations between most of the factors. In terms of relative fit statistics, the learner SEM model produced a robust CFI of 0.919 and a TLI of 0.910, for absolute fit the model produced an RMSEA of 0.043 and a SRMR of 0.058. Both absolute fit statistics indicate the model is a good fit, while the relative fit measures are very near the threshold for a good model fit. As such, this model does provide a reasonable representation of the relationships seen in the learner response data but there may be a more complex relationship than this model captures.

The findings show that:

- learner collaboration on curriculum design is extremely strongly related to learner trust in school

- learner collaboration on curriculum design is moderately related to learner wellbeing

- learner trust in school is strongly related to learners' perceptions of progress towards the four purposes

- learner wellbeing is weakly related to learners' perceptions of progress towards the four purposes

These findings suggest that:

- learner collaboration on curriculum design is extremely closely related to learner trust in school, more so than learner wellbeing, with learners that experience collaboration on curriculum design also having high levels of trust in their school, and vice versa

- learners' perceptions of their progress towards the four purposes is much more closely related to learners' level of trust in school than their level of wellbeing.

- there appears to be a moderate relationship between learner wellbeing and learner collaboration on curriculum design. It seems likely this is not causal – collaborating on curriculum design is unlikely to be the main factor that impacts wellbeing. It seems more likely that schools which foster more collaboration on curriculum design also take other actions that foster learner wellbeing, leading to the positive relationship observed here

## Summary findings: parent model

The "Parent model" hypothesised that levels of opportunity for parents to collaborate on curriculum design, promotion of parents' agency by schools and parents' levels of trust in schools would impact parents' perceptions of progress towards curriculum aspirations. Each of these factors were either medium-term outcomes or activities in the ToC.[Footnote 18]

---

[18] Parents' satisfaction with information was also explored but is not depicted in the model diagram because it was not part of the 'best' model. See Annex D.

**Figure 23. Parent model: exploring whether parents' opportunity for collaboration on curriculum design, promotion of parent agency by schools and parent trust in school is related to perceptions of progress towards curriculum aspirations**
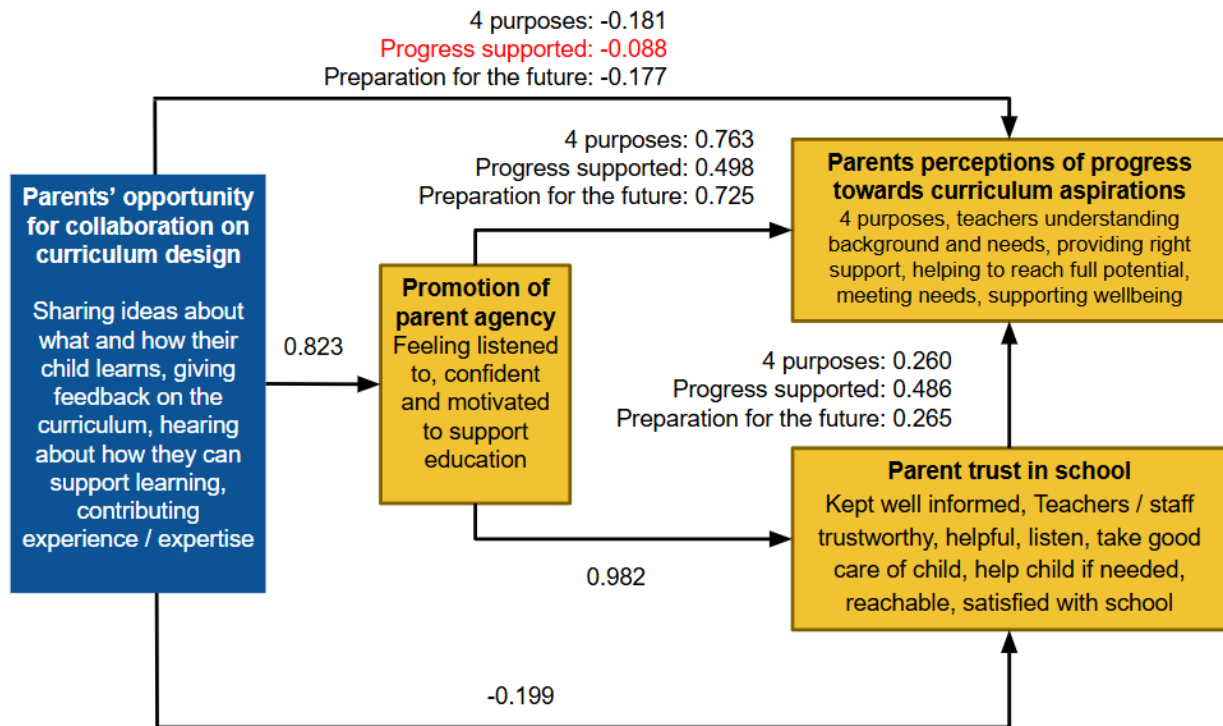


The findings show that the model fits the data well, and that there were moderate to high correlations between most of the factors. In terms of relative fit statistics, the parent SEM model produced a robust CFI of 0.938 and a TLI of 0.929, for absolute fit the parent model produced an RMSEA of 0.053 and a SRMR of 0.060. Both relative fit and one of the absolute fit statistics indicate the model is a good fit, with the second absolute measure value being very near the threshold for a good model fit. As such, this model does describe the relationships seen in the survey data fairly well.

The findings show that:

- the level of opportunity for parents' collaboration on curriculum design is strongly related to the promotion of parent agency by schools

- the promotion of parent agency by schools is extremely strongly related to parents' levels of trust in school

- the level of opportunity for parents' collaboration on curriculum design is weakly related to parents' levels of trust in school

- promotion of parent agency is strongly related to parents' perceptions of progress towards curriculum aspirations

- promotion of parent trust in school is moderately related to parents' perceptions of progress towards curriculum aspirations

- parents' opportunity for collaboration on curriculum design is weakly and negatively related to parents' perceptions of progress towards curriculum aspirations.

- of the three factors underlying the **parents' perceptions of progress towards curriculum aspirations factor**, the **parents' contribution to progress** factor is more strongly predicted by **parent trust in school** than **promotion of parent agency** (relative to the other underlying factors)

These findings suggest that:

- parent trust in school is extremely closely related to promotion of parent agency. Schools that promote agency also appear to foster high levels of trust, and vice versa

- when parents collaborate with schools on curriculum design, this may be related to their trust in the school and their sense of progress toward curriculum goals. However, the extent to which the school supports parents' agency as part of this collaboration also appears to affect this relationship. Increasing collaboration without promoting agency appears to have a negative relationship with levels of trust and perceptions of progress towards curriculum aspirations. Logically therefore, increasing promotion of parent agency could be an important consideration, alongside other activities, in fostering improvements to trust and perceptions of progress – merely fostering collaboration on curriculum design is not sufficient

- increasing the promotion of both parent agency and parent collaboration on curriculum design may be important for fostering improvements to trust and perceptions of progress. Fostering collaboration on curriculum design without also fostering parent agency appears to be negatively related to levels of trust and perceptions of progress towards curriculum aspirations

- fostering parents' agency, alongside other factors, may be important in terms of achieving CfW aspirations, particularly for the CfW specific aspirations related to the four purposes

- the way in which collaboration on curriculum design is carried out may be important; particularly whether parents feel listened to and motivated by the process