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Formative evaluation of the Curriculum for Wales: survey of senior leaders and practitioners – technical annexes

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.

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Title: Formative evaluation of the Curriculum for Wales: survey of senior leaders and practitioners – technical annexes

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

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Glossary

ALN

Additional Learning Needs

Area or AoLE

Area of learning and experience

CFA

Confirmatory Factor Analysis

CFI

Comparative fit index

CfW

Curriculum for Wales

(e)FSM

(Eligible for) free school meals

FA

Factor analysis

FE

Further Education

HE

Higher Education

IDP

Individual Development Plan

MAT learners

More able and talented learners

Other staff

Respondents who said they were not part of the senior leadership team at their school or PRU and who also said did not have teaching responsibilities or assist with teaching.

PLASC

Pupil-level Annual School Census

PRU

Pupil referral unit

QTS

Qualified Teacher Status

RMSEA

Root mean squared error of approximation

SEM

Structural equation modelling

SLs (and Non-SLs)

Senior leaders/Non-senior leaders

SLT member/respondent and Non-SLT member

Senior leadership team member and non-senior leadership team member

SRMR

Standardised root mean square residual

SWAC

School Workforce Annual Census

Teaching senior leader (and Non-teaching senior leader)

Senior leaders in schools or PRUs who said they had (or did not have) teaching responsibilities or assisted with teaching

Teacher

Practitioners who are not senior leaders (including those who reported their main role was “teacher”, “middle leader”, “learning support worker” or “other” and also reported they were not members of the senior leadership team). In part B of this report, for brevity, the term “teachers” is used to describe non-senior leaders. However, the term “non-senior leaders” is also used as a term in the sub-group analysis throughout the report to avoid confusion with those who reported their main role as “teacher”.

ToC

Theory of change

TLI

Tucker-Lewis index

Annex A: Questionnaire

Curriculum for Wales: Senior Leaders and Practitioners Survey 2024

Introduction

Welsh Government has commissioned Arad Research to gather the views of senior leaders, teachers and those who assist teaching in schools, pupil referral units (PRUs) and other education other than at school (EOTAS) provision on their experiences of implementing the Curriculum for Wales.

We would be very grateful if you could complete this survey. It will help Welsh Government to understand what is working well with curriculum implementation, what is working less well and what further support is needed for schools, teachers and those that assist with teaching in schools. This survey will take about **15 minutes to complete**.

Throughout the questionnaire, the term 'schools' is used to refer to schools, PRUs and other EOTAS provision for ease.

The questionnaire includes mostly closed questions, but there are some open-text questions at the end should you wish to provide further comments.

Further information or explanation is provided on some questions, and can be seen by hovering over the following icon ⓘ.

Personal data is gathered in the questionnaire (your name, your role). This information will only be used to monitor who has completed the questionnaire so that you do not receive unnecessary reminders.

What will happen to my survey responses?

Arad Research will anonymise the data before it is shared with the Welsh Government. The information gathered will be used to produce a report that will be published on the Welsh Government website. This report will not include any information that could be used to identify individual participants or settings. A Privacy Notice providing further information on how the data collected will be used can be accessed here.

About you

Name (First name and Surname)

1. Local Authority of school

Blaenau Gwent

Bridgend

Caerphilly

Cardiff

Carmarthenshire
Ceredigion
Conwy
Denbighshire
Flintshire
Gwynedd
Isle of Anglesey
Merthyr Tydfil
Monmouthshire
Neath Port Talbot
Newport
Pembrokeshire
Powys
Rhondda Cynon Taf
Swansea
The Vale of Glamorgan
Torfaen
Wrexham
School outside of Wales

2. Name of school

[DROP DOWN LIST OF SCHOOLS]

About you

24. Are you a member of the Senior Leadership Team at your school?

Yes

No

25. Do you have teaching responsibilities or assist with teaching? ⓘ

Yes, I have teaching responsibilities or assist with teaching

No, I do not have teaching responsibilities or assist with teaching

About you — main role

26. What is your main role in the school? ⓘ

Headteacher/Teacher in charge of a PRU

Senior leader (e.g. deputy headteacher, assistant headteacher)

Middle leader (e.g. head of department, head of faculty)

Teacher

Learning Support Worker (e.g. Teaching Assistant, Higher Level Teaching Assistant)

Other (please specify)

About you — years of experience in education

27. Please note how many years of experience you have in teaching/education.

Under 3 years

3–5 years

6–10 years

11–15 years

16–20 years

21–25 years

26–30 years

31 years +

SHOWN TO: ALL EXCEPT HEADTEACHERS

About you — leadership role(s)

28. Please note which, if any, of the following leadership roles you hold (Tick all that apply):

Deputy headteacher.

Assistant headteacher.

Head of faculty.

Head of department.

Subject / Area of learning and experience lead.

Pastoral lead and/or Head of Year.

ALNCo.

None of the above.

Other middle leadership responsibility (please specify)

SHOWN TO: SLs AND MIDDLE LEADERS

About you — additional leadership role(s)

29. Please note which, if any, of the following additional leadership roles you hold (Tick all that apply)

ALNCo

Subject / Area of learning and experience lead

Pastoral lead and/or Head of Year

None of the above

Other leadership responsibility (please specify)

SHOWN TO: SLs only

About you — leadership experience

30. Please note how many years of experience you have in your current leadership role:

Under 3 years

- 3–5 years
- 6–10 years
- 11–15 years
- 16–20 years
- 21–25 years
- 26–30 years
- 31 years +

About you — area of curriculum responsibility

31. Do you have responsibility for leading aspects of the curriculum in any of the following areas? (Tick all that apply)

- Overall responsibility for the curriculum
- Overall responsibility for progression and assessment
- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology
- Digital competence
- None of the above
- Other aspect of curriculum (please specify)

32. Please indicate the extent of your involvement in the following: (Not aware of this, Aware but not involved, School involved but not me, Personally involved, Not sure)

- Welsh Government curriculum design pilot
- Pioneer or Innovation Schools programme
- Lead Initial Teacher Education (ITE) partnership school / Part of an ITE partnership
- Lead Creative Schools programme

National Network for Curriculum Implementation

The 'Talk Pedagogy' project

National Professional Enquiry Project

Co-construction of curriculum guidance 2020-2022 ⓘ

Camau i'r Dyfodol (Steps to the Future): Co-constructing learning progression in Wales

Others (please specify)

Commitment to curriculum change

33. To what extent do you agree with the following statements?

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree, Not sure)

I am willing to make changes to my professional practice to realise the aspirations of the Curriculum for Wales.

I am always an advocate for the Curriculum for Wales when talking with colleagues.

I consider the Curriculum for Wales to be much better than the previous curriculum.

Please use the space below to explain your response

Knowledge about curriculum change

34. To what extent do you agree with the following statements? (Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

The reasons for reforming the curriculum are clear to me.

I understand my role in implementing the Curriculum for Wales.

I am clear on what has changed in Curriculum for Wales compared to the previous curriculum.

I can explain to others the main elements of the Curriculum for Wales.

Understanding of curriculum change

35. To what extent do you agree with the following statements? (Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

I understand how I should change my practice in response to the Curriculum for Wales.

I understand what my school is required to do to design our own curriculum in accordance with the Curriculum for Wales.

I understand what my school is required to do to plan our own assessment arrangements in accordance with the Curriculum for Wales.

Capability to act in ways that realise curriculum change — practising teachers

If you are a senior leader who also has teaching responsibilities, please answer this question in relation to your role as a practising teacher.

36. Thinking about your role in designing and implementing the Curriculum for Wales, to what extent do you agree with the following statements? (Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree, Not applicable)

I am confident I have the skills I need.

I am confident of my subject knowledge.

I am confident of my pedagogical knowledge.

I am confident I am able to provide authentic and purposeful experiences for learners.

I am confident supporting learners to make connections between subjects and areas of learning and experience.

I am confident of my own curriculum design expertise.

I am confident of my own assessment design expertise.

I am confident of my ability to adapt my professional practice.

Please use the space below to explain your response [Open text box]

Capability to act in ways that realise curriculum change – non-practising teachers

37. Thinking about the work of teachers (including those who assist with teaching) at your school. In designing and implementing the Curriculum for Wales, to what extent do you agree with the following statements?

At my school, I am confident teachers...

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

have the skills they need

have the subject knowledge they need

have the pedagogical knowledge they need

are able to provide authentic and purposeful experiences for learners

can support learners to make connections between subjects and areas of learning and experience

have the curriculum design expertise they need

have the assessment design expertise they need

have the ability to adapt their professional practice

Your working environment

38. Thinking about your work at your school, to what extent do you agree with the following statements:

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

My school is a good place to work.

I am satisfied with my job.

I am satisfied with my work life balance.

My work as an educator is meaningful.

My relationships with learners are rewarding to me.

My relationships with colleagues are supportive.

I feel I can be myself with colleagues at work.

Curriculum leadership (SLs only)

39. Please answer the following in relation to your leadership role in your school:

As a leader, how confident do you feel in your ability to...

(Not at all confident, Not so confident, Somewhat confident, Very confident, Extremely confident)

influence others' commitment to curriculum change?

develop others' understanding of how to respond to Curriculum for Wales?

support others to develop their teaching and learning?

find solutions to challenges in curriculum design and implementation?

lead curriculum discussions that support curriculum improvement?

ensure a strategic approach so that curriculum aspirations are met?

improve curriculum practices based on robust evaluation?

connect people to collaborate on curriculum and assessment design?

Collaborating on curriculum design

40. In designing the curriculum at your school, to what extent has there been collaboration...

(No collaboration, Some collaboration, A great deal of collaboration, Not sure)

between teachers ⓘ

with primary schools ⓘ

with secondary schools ⓘ

with special schools ⓘ

with PRUs or other EOTAS providers ⓘ

with nursery settings

with governors

with learners

with parents/carers

with Higher Education institutions

with businesses or employers

with other organisations/institutions

Collaborating on curriculum design

41. Please answer the question below in relation to teachers and senior leaders at your school: To what extent do you agree with the following statements?

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

Teachers are consistently involved in discussion/decisions about pedagogy.

Opportunities are provided for teachers to initiate change.

Teachers assume shared responsibility and accountability for learner progress.

Teachers are actively involved in maintaining high expectations to increase learner achievement.

Leaders at this school consider advice from teachers when making decisions.

Leadership is nurtured and distributed among teachers.

Shared understanding

42. Please answer the question below in relation to teachers, senior leaders and those who assist teaching at your school: Among staff at my school there is a shared understanding of...

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

learner progression.

what it means to have an inclusive curriculum.

how our curriculum supports learners to develop in the ways described by the four purposes.

SHOWN TO: headteachers, deputy and assistant headteachers

Professional learning and support

The question below asks for your view on the professional learning opportunities and support available to you. Professional learning could include that which has been provided in-school, externally or online by teachers and others (e.g. local authority, regional consortium or partnership).

43. To what extent do you agree with the following statements in relation to the professional learning or support available to you in responding to the Curriculum for Wales (CfW)?

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

I have access to high-quality professional learning.

I have been involved in enough professional learning to meet my needs.

The professional learning I have been involved in has all been high-quality, in my view.

The school-level guidance, support and resources I have used have met my needs.

Support from education support partners has met my needs. ⓘ

The broader guidance (e.g. on Hwb), support and resources I have used has met my needs.

ⓘ

I have access to appropriate support from my school's governing body or PRU's management committee.

SHOWN TO: Middle leaders (non-SLT), teachers, LSWs

Professional learning and support — practitioners

The question below asks for your view on the professional learning opportunities and support available to you. Professional learning could include that which has been provided in-school, externally or online by teachers and others (e.g. local authority, regional consortium or partnership).

44. To what extent do you agree with the following statements in relation to the professional learning or support available to you in responding to the Curriculum for Wales (CfW)?

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

I have access to high-quality professional learning.

I have taken part in enough professional learning to meet my needs.

The professional learning I have been involved in has all been high-quality, in my view.

The school-level guidance, support and resources I have used have met my needs.

Support from education support partners has met my needs. ⓘ

The broader guidance (e.g. on Hwb), support and resources I have used has met my needs. ⓘ

Support

45. To what extent do you agree with the following statements in relation to how the broader education system supports the implementation of the Curriculum for Wales?

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

The school inspection system aligns with the Curriculum for Wales.

The approach to developing new qualifications for learners aged 14-16 aligns with Curriculum for Wales.

There is sufficient funding allocated to supporting work on the Curriculum for Wales.

There is sufficient time allocated to supporting work on the Curriculum for Wales.

There is quality leadership across the education system to support the Curriculum for Wales. ⓘ

The Professional Standards for Teaching, Leadership and Assisting Teaching are supportive of the Curriculum for Wales.

There is sufficient information available to me to enable effective self-evaluation to support the implementation of Curriculum for Wales. ⓘ

Approach to curriculum design

46. To what extent has the approach to curriculum design in your school involved... (Not at all Some Quite a bit A great deal Not sure)

learning from professional enquiry. ⓘ

using educational research.

sharing evidence and expertise across local or cluster networks.

sharing evidence and expertise across regional or national networks.

partnering with Further and Higher Education Institutions.

Changes to practice — practising teachers

47. To what extent do you agree with the following statements?

Where appropriate, I have made substantial changes to...

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

my planning

the teaching/learning approaches I use

the teaching/learning activities I use

the resources I use in my teaching

the content/topics/themes of my teaching

the focus of learner assessment

my approach to learner assessment

how I meet the needs of each individual learner to enable them to make progress at an appropriate pace

Please use the space below to explain your response

Changes to practice – non-practising teachers

48. To what extent do you agree with the following statements?

Teachers at my school have made substantial changes to...

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

planning documentation

the teaching/learning approaches used

the teaching/learning activities used

the resources used in teaching

the content/topics/themes taught

the focus of learner assessment

the approach to learner assessment

how they meet the needs of each individual learner to enable them to make progress at an appropriate pace

Please use the space below to explain your response [open text box]

Curriculum elements in practice — practising teachers

49. To what extent do you agree with the following statements?

I am confident that my teaching practice reflects the following elements of the curriculum:

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

The four purposes

The statements of what matters

The 12 pedagogical principles

The principles of progression

The descriptions of learning

50. To what extent do you agree with the following statements?

I am confident that my teaching practice supports learners in developing the following skills:

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

Creativity and innovation ⓘ

Critical thinking and problem solving ⓘ

Personal effectiveness ⓘ

Planning and organising ⓘ

Curriculum elements in practice – non-practising teachers

51. To what extent do you agree or disagree with the following:

Teaching practice at my school reflects the following elements of the curriculum:

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

The four purposes

The statements of what matters

The 12 pedagogical principles

Principles of progression

The descriptions of learning

52. To what extent do you agree or disagree with the following:

I am confident that teaching practice at my school supports learners in developing the following skills...

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

Creativity and innovation ⓘ

Critical thinking and problem solving ⓘ

Personal effectiveness ⓘ

Planning and organising ⓘ

Curriculum elements in practice

53. To what extent do you agree or disagree with the following?

I am confident that my school's curriculum is being implemented in a way that supports progression in...

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

English

Religion, Values and Ethics

Welsh

54. I am confident that my school's curriculum is being implemented in a way that supports progression in...

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

Digital Competence

Literacy

Numeracy

55. I am confident that my school's curriculum is being implemented in a way that supports progression in...

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

Expressive Arts

Health and Wellbeing

Humanities

Languages, Literacy and Communication

Mathematics and Numeracy

Science and Technology

56. I am confident that my school's curriculum is being implemented in a way that supports progression in...

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

Careers and Work-related Experiences

Diversity

Human Rights Education

Local, National and International contexts

Relationships and Sexuality Education

Pedagogical practice — practising teachers

57. To what extent do you agree or disagree with the following?

In my teaching, I am confident that my practice...

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

encourages sustained effort from learners

employs a blend of approaches

builds on prior knowledge and experience

engages learner interest

uses assessment for learning principles

encourages learners to take more responsibility for their learning

encourages learners to make connections within and across areas of learning

supports social and emotional development

supports positive relationships

encourages collaboration

includes all learners

Pedagogical practice – non-practising teachers

58. To what extent do you agree or disagree with the following?

I am confident that teaching practice at my school...

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

encourages sustained effort from learners

employs a blend of approaches

build on prior knowledge and experience

engages learner interest

uses assessment for learning principles

encourages learners to take responsibility for their learning

encourages learners to make connections within and across areas of learning

supports social and emotional development

supports positive relationships

encourages collaboration

includes all learners

Progression and assessment — practising teachers

59. To what extent do you agree or disagree with the following:

I am confident that my assessment practice...

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

supports the progression of each individual learner

supports learners to be active participants in the learning process

provides meaningful and constructive feedback to learners

embeds assessment within teaching and learning

reflects a shared understanding of progression ⓘ

builds a picture of learner's development

uses a wide range of approaches to assessment

helps parents/carers understand their child's progression

Progression and assessment – non-practising teachers

60. To what extent do you agree or disagree with the following:

I am confident that assessment practice at my school...

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

supports the progression of each individual learner

supports learners to be active participants in the learning process

provides meaningful and constructive feedback to learners

embeds assessment within teaching and learning

reflects a shared understanding of progression ⓘ

builds a picture of learner's development

uses a wide range of approaches to assessment

helps parents/carers understand their child's progression

Enabling learning

61. To what extent do you agree or disagree with the following?

I am confident in...

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

my ability to use developmentally appropriate practice to support learner's progress

my ability to provide developmentally appropriate learning experiences to support learner's progress

my capacity to notice, analyse and respond to learners' individual needs to support progress

using the outdoor environment as part of my teaching and learning practice

making the best use of indoor spaces available for teaching and learning

Professional enquiry

This question asks about professional enquiry. Professional enquiry is a term used to describe collaborative research by teachers and school leaders to investigate new educational ideas, try new practices to find out what works in their own situations, and share the findings with colleagues.

62. Have you been involved in professional enquiry at your school?

Yes

No

63. To what extent is professional enquiry encouraged in your school?

Not at all

A little

Quite a lot

A great deal

SHOWN TO: THOSE ANSWERING YES TO Q62

Professional enquiry

64. To what extent do you agree or disagree with the following? At my school, professional enquiry...

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

supports investigation into the suitability of pedagogy for specific contexts and learners

supports investigation into the suitability of assessment for specific contexts and learners

involves collaboration

uses insights from relevant research

explores the causes of problems we face in our practice

leads to meaningful improvements in practice

Contribution to the curriculum

65. To what extent do you agree or disagree with the following:

My contribution to designing and/or developing the curriculum at my school...

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

makes me feel I have influence

makes me feel valued

makes me feel motivated in my work

is informed by my own past experiences

is supported by positive working relationships

is supported by the quality of the physical environment I work in

Learners' progress

Please answer the question below in relation to learners at your school.

66. To what extent do you agree or disagree with the following: I am confident that our school's curriculum will...

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

support our learners to develop in the ways described in the four purposes

support learners equally well to progress, irrespective of their starting point

support learners equally well to progress, irrespective of their individual circumstances
enable learners from low income households to progress as fully as their peers

67. When comparing with the previous curriculum, I am confident that our school's curriculum will...

(Strongly disagree, Disagree, Neither agree or disagree, Agree, Strongly agree)

better meet the needs of all learners

lead to improved learner progression

help learners reach their full potential

improve overall levels of learner achievement

Before you go...

If you have time, we would really appreciate your responses to the following optional questions to get a deeper understanding of your survey responses.

Please feel free to respond to them all, or just those that you feel particularly drawn to.

68. The thing I'm finding most challenging in responding to the Curriculum for Wales is...

69. I need further support to help me....

70. If a colleague asked what I liked the most about the Curriculum for Wales, I would say that...

Consent to be recontacted

71. Do you consent to be recontacted as part of a future similar research which is planned at a later date during the evaluation?

Taking part will provide you with further opportunity to share your views on the implementation of Curriculum for Wales and help us to understand how the reforms are working, what further support is needed and whether they are having the desired impact for all learners, regardless of their background or needs.

Yes

No

If yes, please provide your email address:

Survey End

Annex B: Technical survey information

This Annex sets out the further technical information relating to the survey.

The sampling framework for the survey of senior leaders is set out below, showing the target sample and population of schools for the survey, split according to each of the strata (criteria) in the sample.

Table 3. Number of unique schools in the survey population and target sample based on 2023 PLASC)

Strata categories	Strata sub-categories	Target sample of schools	Population of schools and PRUs
Overall Sample	Total	295	1,476
Sector	Primary	242	1,210
Sector	Middle (3-16/18) and Secondary	41	205
Sector	PRU	4	22
Sector	Special	8	39
Sector	Total	295	1,476
Language-medium	All Welsh-medium and bilingual schools	88	440
Language-medium	All English-medium schools	195	975
Language-medium	Total	283	1,415
Sector & language-medium	Welsh-medium and bilingual primary schools	77	384
Sector & language-medium	English-medium primary schools	165	826
Sector & language-medium	Total	242	1,210
eFSM	Low (schools with fewer than 13% of learners eFSM)	91	455
eFSM	Medium (schools with 13.1-25% of learners eFSM)	97	483

Strata categories	Strata sub-categories	Target sample of schools	Population of schools and PRUs
eFSM	High (schools with over 25% of learners eFSM)	95	477
eFSM	Total	283	1,415
ALN	Low (schools with fewer than 7% of learners ALN)	101	503
ALN	Medium (schools with 7.1-14% of learners ALN)	92	458
ALN	High (schools with over 14% of learners ALN)	91	454
ALN	Total	283	1,415
Black, Asian and minority ethnic learners	Low (schools with fewer than 4% of Black, Asian and minority ethnic learners)	87	434
Black, Asian and minority ethnic learners	Medium (schools with 4.1-10% of Black, Asian and minority ethnic learners)	103	514
Black, Asian and minority ethnic learners	High (schools with over 10% of Black, Asian and minority ethnic learners)	93	467
Black, Asian and minority ethnic learners	Total	283	1,415
Region	Central south	93	466
Region	Mid and west	92	459
Region	North	80	403
Region	South east	30	148

Strata categories	Strata sub-categories	Target sample of schools	Population of schools and PRUs
Region	Total	295	1,476

The population of teachers is set out below based on the 2023/24 SWAC.

Table 4. Number of school teacher by sector and language medium

Sector / Language-medium	Welsh-medium and bilingual	English-medium	Not categorised by language medium	Total
Primary & nursery	3105	9145	30	12280
Secondary & all-through (3-16/18) schools	2905	9315	0	12220
Special schools	N/A	N/A	920	920
Pupil Referral Units	N/A	N/A	320	320
Total	6010	18460	1270	25740

Source: SWAC 2023/24

Table 5. Percentage of school teachers by sector and language medium.

Sector / Language-medium	Welsh-medium and bilingual	English-medium	Not categorised by language medium	Total
Primary & nursery	12%	36%	0%	48%
Secondary & middle (3-16/18) schools	11%	36%	0%	47%
Special schools	0%	0%	4%	4%
Pupil Referral Units	0%	0%	1%	1%
Total	23%	72%	5%	100%

Source: SWAC 2023/24

Table 7. Population, illustrative sample and confidence intervals for teachers according to the number of years since achieving QTS

Years since achieving QTS	Total number of practitioners in population	Illustrative sample	Illustrative confidence interval +/- %
Less than 3 years	2405	95	10%
3-5 years	2328	92	10%
6-10 years	3649	145	8%
11-15 years	3978	158	8%
16-20 years	4229	168	7%
21-25 years	3886	154	8%
26-30 years	3131	124	9%
31 years +	1634	65	12%
Total	25240	1000	3%

Source: SWAC 2023/24

Annex C: Subgroup analysis findings

Sub-group analysis^[Footnote 1] on the survey data drew out statistically notable trends found in the data.

Commitment to curriculum change (senior leaders) For the statement “I am always an advocate for the Curriculum for Wales when talking with colleagues”, senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to respondents from schools with a medium percentage of eFSM learners. Senior leaders from schools in the mid & west region were also more likely to agree compared to respondents from the central south region.

For the statement, “I consider the Curriculum for Wales to be much better than the previous curriculum”, senior leaders who had worked in teaching or education for 6 to 10 years were less likely to agree compared to respondents with over 11 years of experience.

Knowledge about curriculum change (senior leaders)

For the statement, “I can explain to others the main elements of the Curriculum for Wales”, senior leaders from schools with a high percentage of learners with ALN were more likely to

[1] Analysis of differences by sub-group was undertaken by combining the responses of teaching and non-teaching senior leaders.

agree compared to respondents from schools with a medium percentage of learners with ALN.

For the statement, “I understand my role in implementing the Curriculum for Wales”, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders from the south east region were more likely to agree compared to those from the north region.

For the statement, “I am clear on what has changed in Curriculum for Wales compared to the previous curriculum”, senior leaders were more likely to agree compared to non-senior leaders. Non-teaching senior leaders were more likely to agree compared to teaching senior leaders, and senior leaders with more than 31 years’ experience in education were more likely to agree compared to those with 11 to 30 years’ experience. Senior leaders from Welsh-medium schools were less likely to agree compared to those from English-medium schools.

For the statement, “The reasons for reforming the curriculum are clear to me”, senior leaders from PRUs or special schools were less likely to agree compared to those from secondary schools. Senior leaders from schools with a low percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium percentage of minority ethnic learners. Non-teaching senior leaders were more likely to agree compared to those with teaching responsibilities and senior leaders with 6 to 20 years of leadership experience were more likely to agree compared to those with under 3 years’ experience. Senior leaders with 6 to 10 years of experience in education were less likely to agree compared to those with over 30 years’ experience in education.

Understanding of curriculum change (senior leaders)

For the statement, “I understand how I should change my practice in response to the Curriculum for Wales”, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders from Welsh-medium schools were less likely to agree compared to those from English-medium schools.

For the statement, “I understand what my school is required to do to design our own curriculum in accordance with the Curriculum for Wales”, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders with 31 or more years’ experience in education were more likely to agree compared to those with 11 to 30 years’ experience. Senior leaders from schools with a low or high percentage of minority ethnic learners were less likely to agree compared to those from a school with a medium percentage of minority ethnic learners. Senior leaders from Welsh-medium schools were less likely to agree compared to those from English-medium schools. Senior leaders from schools with a high percentage of learners with ALN were more likely to agree compared to those from schools with a low percentage of learners with ALN. Senior leaders with 31 or more years’ experience in education were more likely to agree compared to those 3 to 10 years’ experience in education.

For the statement, “I understand what my school is required to do to plan our own assessment arrangements in accordance with the Curriculum for Wales”, senior leaders with 31 or more years’ experience in education were more likely to agree compared to those with 6-10 years’ experience.

Capability to act in ways that realise curriculum change (senior leaders)

For the statement regarding confidence in practitioner skills to realise curriculum change, there was a notable difference in responses from middle leaders compared to teachers, with middle leaders, on average, more likely to agree.

For the statement on confidence in subject knowledge, there was a notable difference between senior leaders compared with non-senior leaders', with senior leaders on average more likely to agree. For this statement, senior leaders were more likely to report lower levels of agreement if they were based at schools with a low percentage of learners with ALN compared to schools with a medium percentage of learners with ALN, or if they had no curriculum responsibilities compared to those with curriculum responsibilities.^[Footnote 2]

For the statement on confidence in pedagogical knowledge, senior leader respondents from Welsh-medium schools were on average less likely to agree than those at English-medium schools. Senior leaders from schools with a high percentage of minority ethnic learners were less likely to agree compared to those from schools with a low percentage of minority ethnic learners.

For the statement on confidence in the provision of authentic experiences, senior leaders from schools with a low percentage of eFSM learners were on average more likely to agree than those from schools with a medium percentage of eFSM learners. Senior leaders at schools with a high percentage of minority ethnic learners were less likely to agree with the statement than those from schools with a medium percentage of minority ethnic learners.

For the statement on confidence in supporting learners to make connections between subjects and areas of learning and experience, senior leaders from schools with a high percentage of learners from a minority ethnic background were less likely to agree than those at schools with a medium percentage of learners from a minority ethnic background.

For the statement on confidence regarding curriculum design expertise, senior leader respondents with 31 or more years of experience in teaching were more likely to agree than senior leader respondents with under 3 years or between 11 to 30 years of experience. Senior leader respondents with over 21 years of leadership experience were less likely to agree with the statement compared to those with 0 to 5 years of leadership experience.

For the statement on confidence regarding assessment design, senior leaders with over 21 years of leadership experience were less likely to agree with the statement compared to those with less than 21 years of leadership experience.

For the statement on confidence regarding ability to adapt professional practice, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders with 6 to 20 years of leadership experience were less likely to agree with the statement compared to those with 0-3 years of leadership experience.

[2] Defined as having responsibility for the curriculum in one or more of the following areas Expressive Arts, Health and Well-being, Humanities, Languages, Literacy and Communication, Mathematics and Numeracy, Science and Technology or Digital competence.

Wellbeing (senior leaders)

For the statement, “My school is a good place to work”, senior leaders were more likely to agree compared to non-senior leaders. Non-teaching senior leaders were more likely to agree compared to those with teaching responsibilities, and senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners. Senior leaders with 3 to 5 years of leadership experience were less likely to agree compared to those with under 3 years of experience or over 20 years’ experience. Primary school senior leaders were less likely to agree compared to those from secondary schools.

For the statement, “I am satisfied with my job”, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders without curriculum responsibilities were less likely to agree compared to those with curriculum responsibilities, and primary school senior leaders were less likely to agree compared to those from secondary schools. Senior leaders from the south east region were more likely to agree compared to those from the north region.

For the statement, “I am satisfied with my work life balance”, senior leaders were more likely to agree compared to non-senior leaders. Primary school senior leaders were less likely to agree compared to those from secondary schools. Senior leaders from the south east were more likely to agree compared to those from the mid & west and north regions.

For the statement, “My work as an educator is meaningful”, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders from schools with a low or high percentage of learners with ALN were less likely to agree compared to those from schools with a medium percentage of learners with ALN. Senior leaders from Welsh-medium schools were less likely to agree compared to those from English-medium schools and primary school senior leaders were less likely to agree compared to those from secondary schools.

For the statement, “My relationships with learners are rewarding to me”, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders with 31 or more years’ experience in education were more likely to agree compared to those with 11 to 30 years’ experience. Senior leaders from PRU and special schools were less likely to agree compared to those from secondary schools.

For the statement, “My relationships with colleagues are supportive”, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders with over 21 years of leadership experience were more likely to agree compared to those with under 21 years’ experience. Senior leaders from the south east region were more likely to agree compared to those from the central south, north and mid & west regions and senior leaders from schools with a low percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners. Primary school senior leaders were less likely to agree compared to those from secondary schools.

For the statement, “I feel I can be myself with colleagues at work”, senior leaders with 6 to 10 years or 31 or more years’ experience in education were more likely to agree compared to those with 11 to 30 years’ experience in education.

Curriculum leadership efficacy (senior leaders)

For the statement on senior leaders' confidence in their ability to "influence others' commitment to curriculum change", those with 31 or more years' experience in education were more likely to be confident compared to those with 11 to 30 years' experience. Those with 6 to 10 years' experience were less likely to be confident than those with 11 or more years' experience in education. Non-teaching senior leaders were more likely to be confident compared to teaching senior leaders. Senior leaders from schools with a low percentage of minority ethnicity learners were less likely to be confident than those from schools with a medium percentage of minority ethnicity learners. Senior leaders from the north region were less likely to be confident than those from the south east, mid & west and central south regions and those with no curriculum responsibilities were less likely to be confident than respondents with curriculum responsibilities.

For the statement on senior leaders' confidence in their ability to "develop others' understanding of how to respond to the Curriculum for Wales", senior leaders from schools with a high percentage of eFSM learners were more likely to be confident than those from schools with a medium percentage of eFSM learners. Senior leaders from schools with a low percentage of minority ethnic learners were less likely to be confident than those from schools with a medium or high percentage of minority ethnic learners. Senior leaders with 6 to 10 years in education were less likely to be confident than those with 11 or more years' experience in education, and those with no curriculum responsibilities were less likely to be confident than those with curriculum responsibilities. Senior leaders from the mid & west region were less likely to be confident compared to those from the south east region.

For the statement on senior leaders' confidence in their ability to, "support others to develop their teaching and learning", senior leaders from schools with a high percentage of learners with ALN were less likely to be confident than those from schools with a low or medium percentage of learners with ALN. Those from schools with a low percentage of minority ethnic learners were less likely to be confident than those from a school with a medium percentage of minority ethnic learners. Senior leaders with up to 3 years of experience in education were less likely to be confident than those with 3 or more years of experience, and those with no curriculum responsibilities were less likely to be confident than those with curriculum responsibilities. Senior leaders from the south east region were more likely to be confident compared to those from the north and mid & west regions. Senior leaders with 3 to 5 years of leadership experience were less likely to be confident compared to those with 21 or more years of leadership experience.

For the statement on senior leaders' confidence in their ability to "find solutions to challenges in curriculum design and implementation", senior leaders from schools with a low percentage of minority ethnic learners were less likely to be confident than those from a school with a medium percentage of minority ethnic learners. Those with 6 to 10 years' experience in education were less likely to be confident than those with 11 or more years' experience, and those with no curriculum responsibilities were less likely to be confident than those with curriculum responsibilities. Senior leaders from the north were less likely to be confident compared to those from the south east region.

For the statement on senior leaders' confidence in their ability to "lead curriculum discussions that support curriculum development", senior leaders from schools with a high percentage of learners with ALN were less likely to be confident than those from schools with a medium percentage of learners with ALN. Senior leaders from schools with a low percentage of minority ethnic learners were less likely to be confident than those from a school with a medium percentage of minority ethnic learners. Those from the north region were less likely to be confident compared to senior leaders from the south east and central south regions, and those from the mid & west region were less likely to be confident compared to those from the south east region. Those with no curriculum responsibilities were less likely to be confident than those with curriculum responsibilities. Senior leaders with a main role of middle leader were less likely to be confident than those with a main role of teacher, and those with 6 to 10 years' experience in education were less likely to be confident than those with 11 or more years' experience.

For the statement on senior leaders' confidence in their ability to "ensure a strategic approach so that curriculum aspirations are met", non-teaching senior leaders were more likely to be confident than teaching senior leaders. Respondents from the north and mid & west regions were less likely to be confident than those from the south east and central south regions, and those with no curriculum responsibilities were less likely to be confident than those with curriculum responsibilities. Senior leaders from schools with a low percentage of minority ethnic learners were less likely to be confident than those from schools with a medium or high percentage of minority ethnic learners.

For the statement on senior leaders' confidence in their ability to "improve curriculum practices based on robust evaluation", those with over 31 years' experience in education were more likely to be confident than with 3 to 30 years' experience, and those with 6 to 10 years' experience were less likely to be confident than those with 11 to 30 years' experience. Respondents with under 3 years of experience in education were more likely to be confident compared to those with 3 to 10 years of experience in education. Senior leaders with 3 to 20 years of leadership experience were less likely to be confident compared to those with 21 or more years of leadership experience. Senior leaders from schools with a low percentage of minority ethnic learners were less likely to be confident than those from schools with a medium percentage of minority ethnic learners. Senior leaders from schools with a high percentage of learners with ALN were less likely to be confident than those from schools with a medium percentage of ALN schools. Respondents from the north region were less likely to be confident than those from the south east and central south region, and those from the mid & west region were less likely to be confident compared to those from the south east region. Those with curriculum responsibilities were more likely to be confident than those with no curriculum responsibilities.

For the statement on senior leaders' confidence in their ability to "connect people to collaborate on curriculum and assessment design", respondents from PRU and special schools were more likely to be confident than those from primary and secondary schools. Those with 31 or more years' experience in education were more likely to be confident than those with to 30 years' experience, and those with no curriculum responsibilities were less likely to be confident than those with curriculum responsibilities.

Collaboration on curriculum design (senior leaders)

For the statement on collaboration “between teachers”, senior leaders were more likely to report collaboration compared to non-senior leaders. Senior leaders with years of experience in education were more likely to report collaboration compared to those with 3 to 5 years or 11 to 30 years of experience. Senior leaders from schools with a high percentage of learners with ALN were less likely to report collaboration compared to those with a medium percentage of learners with ALN. Senior leaders with a main role of middle leader were less likely to report collaboration compared to those with a main role of teacher, and primary school senior leaders were less likely to report collaboration compared to secondary school senior leaders.

For the statement on collaboration “with primary schools”, senior leaders were more likely to report collaboration compared to non-senior leaders. Primary school, PRU and special school senior leaders were less likely to report collaboration compared to secondary school senior leaders. Senior leaders with over 20 years of leadership experience were less likely to report collaboration compared to those with under 20 years of leadership experience. Senior leaders with 3 to 5 years of experience in education were less likely to report collaboration than those with 6 or more years in education.

For the statement on collaboration “with secondary schools”, senior leaders from PRU or special schools were less likely to report collaboration compared to those from secondary schools. Senior leaders from schools with a high or low percentage of learners with ALN were less likely to report collaboration compared to those from schools with a medium percentage of learners with ALN.

For the statement on collaboration “with PRUs or other EOTAS providers”, senior leaders from schools with a low percentage of minority ethnic learners were more likely to report collaboration compared to those from schools with a medium percentage of minority ethnic learners. Senior leaders from schools with a high percentage of eFSM learners were less likely to report collaboration compared to those from schools with a medium percentage of eFSM learners. Senior leaders with 6 to 10 years of experience in education were less likely to report collaboration compared to those with under 6 years of experience and those with 11 to 30 years of experience. Senior leaders from Welsh-medium schools were less likely to report collaboration compared to those from English-medium schools. Senior leaders from special schools and PRUs were more likely to report collaboration compared to those from primary schools.

For the statement on collaboration “with special schools”, non-teaching senior leaders were more likely to report collaboration compared to those with teaching responsibilities. Senior leaders with no curriculum responsibilities were less likely to report collaboration than those with curriculum responsibilities.

For the statement on collaboration “with nursery settings”, senior leaders with 3 to 20 years of leadership experience were more likely to report collaboration compared to those with under 3 years leadership experience. Senior leaders with 6 to 20 years of leadership experience were more likely to report collaboration compared to those with 21 or more years of leadership experience.

For the statement on collaboration “with governors”, senior leaders with no curriculum responsibilities were less likely to report collaboration compared to those with curriculum responsibilities. Senior leaders from special schools and PRUs were more likely to report collaboration compared to those from primary schools. Senior leaders with 6 to 20 years of leadership experience were more likely to report collaboration compared to those with 3 to 5 years of leadership experience.

For the statement on collaboration “with learners”, senior leaders from the mid & west region were more likely to report collaboration compared to those from the central south region. Senior leaders from schools with a low percentage of eFSM learners were more likely to report collaboration compared to those from schools with a medium percentage of eFSM learners. Senior leaders with 3 to 5 years of leadership experience were less likely to report collaboration compared to those with under 3 years or 6 to 20 years of leadership of experience. Senior leaders from special schools and PRUs were more likely to report collaboration compared to those from primary schools.

For the statement on collaboration “with parents/carers”, senior leaders with 6 to 20 years of leadership experience were more likely to report collaboration compared to those with under 6 years or 21 or more years of leadership experience. Primary school senior leaders were less likely to report collaboration compared to secondary school senior leaders.

For the statement on collaboration “with Higher Education institutions”, senior leaders were more likely to report collaboration compared to non-senior leaders. Senior leaders with over 20 years of leadership experience were less likely to report collaboration compared to those with under 20 years of leadership experience. Senior leaders with no curriculum responsibilities were less likely to report collaborating compared to those with curriculum responsibilities.

For the statement on collaboration “with businesses or employers”, senior leaders were more likely to report collaboration compared to non-senior leaders. Senior leaders with over 20 years of leadership experience were less likely to report collaboration compared to those with under 3 years of leadership experience.

For the statement on collaboration “with other organisations/institutions”, primary school senior leaders were less likely to report collaborating compared to secondary school senior leaders. Senior leaders with 3 to 5 years of experience in education were less likely to report collaboration than those with under 3 years or 6 or more years of experience.

For the statement “Teachers are consistently involved in discussions”, senior leaders were more likely to agree compared to non-senior leaders. Primary school senior leaders were less likely to agree compared to secondary school senior leaders. Senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners. Senior leaders from schools with a low or high percentage of learners with ALN were less likely to agree compared to those from schools with a medium percentage of learners with ALN. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher.

For the statement “Opportunities are provided for teachers to initiate change”, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders with 31 or more years’ experience in education were more likely to agree compared to those with 6 to 30 years in education. Primary school senior leaders were less likely to agree compared to secondary school senior leaders. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher.

For the statement “Teachers assume shared responsibility and accountability for learner progress”, senior leaders with 31 or more years’ experience in education were more likely to agree compared to those with 6 to 30 years in education. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher. Senior leaders from the mid & west region were less likely to agree compared to those from the north, south east and central south regions, and those with no curriculum responsibilities were less likely to agree compared to those with curriculum responsibilities.

For the statement “teachers are actively involved in maintaining high expectations to increase learner achievement”, senior leaders with 31 or more years’ experience in education were more likely to agree compared to those with 3 to 30 years in education.

For the statement “Leaders at this school consider advice from teachers when making decisions”, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders with 31 or more years’ experience in education were more likely to agree compared to those with 11 to 30 years in education, and non-teaching senior leaders were more likely to agree compared to teaching senior leaders. Primary school senior leaders were less likely to agree compared to secondary school senior leaders. Senior leaders with 3 to 5 years of leadership experience were less likely to agree compared to those with 21 or more years of leadership experience. Senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a low percentage of eFSM learners.

For the statement “Leadership is nurtured and distributed among teachers”, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders with over 20 years of leadership experience were more likely to agree compared to those with 3 to 5 years of leadership experience. Senior leaders with over 6 years leadership experience in education were more likely to agree compared to those with under 3 years leadership experience, and non-teaching senior leaders were more likely to agree compared to teaching senior leaders. Primary school senior leaders were less likely to agree compared to special school, PRU and secondary school senior leaders, and senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher.

Shared understanding of aspects of CfW (senior leaders)

For the statement on a shared understanding of “learner progression”, senior leaders from schools with a low or high percentage of eFSM learners were more likely to agree compared to those from a medium percentage of eFSM learners. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher. Senior leaders with over 20 years’ experience in leadership were more likely to

agree compared to those with under 3 years or between 6 and 20 years leadership experience.

For the statement on a shared understanding of “what it means to have an inclusive curriculum”, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders with over 20 years’ experience in leadership were more likely to agree compared to those with under 20 years leadership experience. Senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher, and those with 6 to 10 years’ experience in education were less likely to agree compared to those with 11 or more years’ experience in education. Senior leaders from the south east region were more likely to agree compared to those from the north

For the statement on a shared understanding of “how our curriculum supports learners to develop in the ways described by the four purposes”, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders with over 20 years’ experience in leadership were more likely to agree compared to those with under 3 years leadership experience. Senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners. Senior leaders from the north region were less likely to agree compared to those from the south east and central south regions, and those from primary schools were less likely to agree compared to those from secondary schools. Senior leaders with no curriculum responsibilities were less likely to agree compared to those with curriculum responsibilities. Those with a main role of middle leader were less likely to agree compared to those with a main role of teacher.

Professional learning and support (senior leaders)

Regarding the statement on access to high-quality professional learning, headteachers and senior leaders from the south east region were more likely to agree compared to those from the north, mid & west and central south regions. Those with 31 or more years’ experience in education were more likely to agree compared to those with 11 to 30 years’ experience. Those with 3 to 5 years of leadership experience were more likely to agree compared to those with 6 to 20 years of leadership experience.

For the statement on if the quantity of professional learning has met needs, those with a main role of headteacher or senior leader with more than 31 years of experience in education were more likely to agree compared to those with 11 to 30 years of experience. Those with 3 to 5 years of leadership experience were more likely to agree compared to those with 6 to 20 years of leadership experience. Respondents from the south east region were more likely to agree compared to those from the mid & west region.

Regarding the statement on the quality of professional learning, headteachers and senior leaders with 31 or more years’ experience in education were more likely to agree compared to those with 11 to 30 years’ experience. Non-teaching headteachers and senior leaders were less likely to agree compared to headteachers and senior leaders with teaching responsibilities. Primary school headteachers and senior leaders were more likely to agree

compared to those from secondary schools. Respondents from the south east region were less likely to agree compared to those from the north and mid & west regions.

Regarding the statement on school level guidance, support and resources, headteacher and senior leader respondents from the south east region were more likely to agree compared to those from the north, mid & west and central south regions. Those with a main role of headteacher or senior leader with more than 31 years of experience in education were more likely to agree compared to those with 11 to 30 years of experience. Non-teaching headteachers and senior leaders were less likely to agree compared to those with teaching responsibilities.

Regarding the statement on support from education support partners, headteachers and senior leaders from the mid & west region were less likely to agree compared to those from the south east and central south regions. Headteachers and senior leaders with over 20 years of leadership experience were less likely to agree compared to those with under 6 years of leadership experience.

Regarding the statement on broader guidance, headteachers and senior leaders with 31 or more years' experience in education were more likely to agree compared to those with 11 to 30 years' experience. Respondents from the south east region were more likely to agree compared to those from the mid & west region.

Regarding access to support from school governing bodies or management committees, headteachers and senior leaders with 31 or more years' experience in education were more likely to agree compared to those with 11 to 30 years' experience. Headteachers and senior leaders with 6 to 10 years of experience in education were also more likely to agree compared to those with 11 to 30 years of experience. Headteachers and senior leaders with 3 to 5 years of leadership experience were less likely to agree compared to those with under 3 years of leadership experience. Respondents from the south east region were more likely to agree compared to those from the north region. Respondents from schools with a low percentage of learners with ALN were more likely to agree compared to those from schools with a high percentage of learners with ALN.

System support (senior leaders)

For the statement on “the school inspection system aligns with the Curriculum for Wales” senior leaders from Welsh-medium schools were more likely to agree compared to those from English-medium schools. Senior leaders from schools in the north or mid & west regions were less likely to agree compared to those from the south east or central south regions. Senior leaders with 21 or more years of leadership experience were less likely to agree compared to those with 3 to 20 years of leadership experience.

For the statement, “The approach to developing new qualifications for learners aged 14-16 aligns with Curriculum for Wales”, senior leaders from schools with a high percentage of minority ethnic learners were more likely to agree compared to those from schools with a low or medium percentage of minority ethnic learners. Senior leaders from the north or mid & west regions were less likely to agree compared to those from the central south region and those from PRU or Special schools were less likely to agree compared to those from secondary schools.

For the statement, “there is sufficient funding allocated to supporting work on the Curriculum for Wales”, senior leaders with 3 to 5 years leadership experience were more likely to agree compared to those with under 3 years leadership experience. Senior leaders from schools with a low percentage of learners with ALN were less likely to agree compared to those from schools with a medium percentage of learners with ALN.

For the statement, “there is sufficient time allocated to supporting work on the Curriculum for Wales”, senior leaders with 3 to 5 years’ experience in education were more likely to agree than those with 6 or more years’ experience in education.

For the statement, “there is quality leadership across the education system to support the Curriculum for Wales”, senior leaders at primary schools were less likely to agree compared to those at secondary schools.

For the statement, “there is sufficient information available to me to enable effective self-evaluation to support the realisation of Curriculum for Wales”, senior leaders with 31 or more years’ experience in education were more likely to agree compared to those with 11 to 30 years’ experience. Senior leaders from schools with a high percentage of learners with ALN were less likely to agree compared to those from schools with a medium percentage of learners with ALN.

Schools’ approaches to curriculum design (senior leaders)

For the statement on whether curriculum design involved “learning from professional enquiry”, senior leaders with 31 or more years’ experience in education were more likely to report involvement compared to those with 11 to 30 years’ experience. Senior leaders from schools with a low percentage of eFSM learners were more likely to report involvement compared to those from schools with a medium or high percentage of eFSM learners. Primary school senior leaders were less likely to report involvement compared to secondary school senior leaders. Senior leaders from Welsh-medium schools were less likely to report involvement compared to those from English-medium schools.

For the statement on whether curriculum design involved “using educational research”, senior leaders with curriculum responsibilities were more likely to report involvement compared to those with no curriculum responsibilities. Senior leaders with 6 to 20 years of leadership experience were more likely to report involvement compared to those with 3 to 5 years of leadership experience.

For the statement on whether curriculum design involved “sharing evidence and expertise across local or cluster networks”, senior leaders were more likely to report involvement compared to non-senior leaders. Senior leaders with 6 to 20 years of leadership experience were more likely to report involvement compared to those with under 6 years of leadership experience. Senior leaders with 3 to 5 years of experience in education were less likely to report involvement compared to those with 31 or more years’ experience in education. Primary school senior leaders were less likely to report involvement compared to secondary school senior leaders. Senior leaders with a main role of middle leader were less likely to report involvement compared to those with a main role of teacher. Senior leaders from schools with a low percentage of learners with ALN were less likely to report involvement compared to those from schools with a medium percentage of learners with ALN. Senior

leaders from schools with a low percentage of minority ethnic learners were less likely to report involvement compared to those from schools with a medium or high percentage of minority ethnic learners.

For the statement on whether curriculum design involved “sharing evidence and expertise across regional or national networks”, senior leaders with 6 to 20 years of leadership experience were more likely to report involvement compared to those with under 3 years of leadership experience. Senior leaders with a main role of middle leader were less likely to report involvement compared to those with a main role of teacher. Senior leaders from schools with a high percentage of learners with ALN were less likely to report involvement compared to those from schools with a low or medium percentage of learners with ALN.

For the statement on whether curriculum design involved “partnering with Further and Higher Education Institutions”, senior leaders in the north and mid & west regions were more likely to report involvement compared to those in the central south region. Senior leaders from Welsh-medium schools were less likely to report involvement than those based at English-medium schools.

Changes to practice (senior leaders)

Regarding the statement on substantial changes to planning, senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners. Senior leaders with 6 to 20 years of leadership experience were more likely to agree compared to those with 3 to 5 years of leadership experience. Senior leaders from the mid and west region were more likely to agree compared to those from the north.

Regarding the statements on substantial changes to activities used in teaching, senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a low percentage of eFSM learners.

Regarding the statements on substantial changes to teaching/learning approaches, senior leaders with 6 to 20 years of leadership experience were more likely to agree compared to those with under 3 years of leadership experience.

Regarding the statements on substantial changes to the resources used in teaching, senior leaders with 6 to 20 years of leadership experience were more likely to agree compared to those with under 6 years of leadership experience.

Regarding the statement on substantial changes to the content/topics/themes taught, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher. Senior leaders from the mid and west region were more likely to agree compared to those from the north.

Regarding the statement on substantial changes to the focus of learner assessment, senior leaders with 6 to 20 years of leadership experience were more likely to agree compared to those with under 6 years of leadership experience. Senior leaders from schools with a low percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium percentage of minority ethnic learners.

Regarding the statement on substantial changes to approaches to learner assessment, senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher. Senior leaders from Welsh-medium schools were less likely to agree compared to those from English-medium schools.

Regarding the statement on substantially changing the way the needs of the individual learner are met, senior leaders from the mid & west region were more likely to agree compared to those from the central south region.

Aspects of CfW in practice (senior leaders)

With respect to whether teaching practice reflects the four purposes, senior leaders were more likely than non-senior leaders to agree. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher.

Regarding whether teaching practice reflects the statements of what matters, senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher.

With respect to teaching practice reflecting pedagogical principles, senior leaders with 31 or more years' experience in education were more likely to agree compared to those with 3 to 5 or 11 to 30 years of experience. Non-teaching senior leaders were less likely to agree compared to teaching senior leaders, and senior leaders with a main role of middle leader were less likely to agree than those with a main role of teacher.

Regarding whether the principles of progression are reflected in teaching practices, senior leaders from schools with a high percentage of eFSM learners were more likely to agree than those from schools with a medium percentage of eFSM learners. Senior leaders from schools with a high percentage of minority ethnicity learners were more likely to agree compared to those from schools with a medium percentage of minority ethnicity learners. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher. Senior leaders from the south east were more likely to agree compared to those from the mid & west region. Senior leaders with 31 or more years of experience in education were more likely to agree compared to those with 3 to 5 years of experience.

Regarding whether teaching practice reflects the descriptions of learning, senior leaders from schools with a high percentage of eFSM learners were more likely to agree than those from schools with a low or medium percentage of eFSM learners. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher.

Regarding whether teaching practices support learner development in critical thinking and problem solving, non-teaching senior leaders were more likely to agree compared to teaching senior leaders.

Regarding whether teaching practices support learner development in personal effectiveness, senior leaders with 31 or more years of experience in education were more

likely to agree compared to those with 11 to 30 years of experience. Senior leaders from schools with a low percentage of eFSM learners were more likely to agree than those from schools with a medium percentage of eFSM learners. Senior leaders from the south east region were less likely to agree compared to those from the north and central south regions and senior leaders from Welsh-medium schools were less likely to agree compared to those from English-medium schools.

For the statement on curriculum implementation supporting progression in “English”, senior leaders from schools with a high or low percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners. Senior leaders with 3 to 5 years’ experience in education were less likely to agree compared to those with 6 to 30 years in education.

For the statement on curriculum implementation supporting progression in “Religion, Values and Ethics”, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders from schools with a low percentage of learners with ALN were less likely to agree compared to those from schools with a medium or high percentage of learners with ALN. Senior leaders from schools with a low percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium or high percentage of minority ethnic learners. Senior leaders from the south east region were more likely to agree compared to those from the mid & west and north regions.

For the statement on curriculum implementation supporting progression in “Welsh”, senior leaders were more likely to agree compared to non-senior leaders. Primary school senior leaders were less likely to agree compared to those from secondary schools.

For the statement on curriculum implementation supporting progression in “Numeracy”, senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners.

For the statement on curriculum implementation supporting progression in “Literacy”, senior leaders from schools with a low or high percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners. Senior leaders from schools with a low percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium or high percentage of minority ethnic learners.

For the statement on curriculum implementation supporting progression in “Digital Competence”, senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners. Senior leaders with less than 3 years’ experience in education were less likely to agree compared to those with 11 or more years’ experience in education. For the statement on curriculum implementation supporting progression in “Expressive Arts”, senior leaders were more likely to agree compared to non-senior leaders. Primary school senior leaders were less likely to agree compared to those from secondary schools.

For the statement on curriculum implementation supporting progression in “Health and Wellbeing”, senior leaders were more likely to agree compared to non-senior leaders. Primary school senior leaders were less likely to agree compared to those from secondary

schools and senior leaders from the north region were less likely to agree compared to those from the south east, mid & west and central south regions. Senior leaders from schools with a low percentage of learners with ALN were less likely to agree compared to those from schools with a medium percentage of learners with ALN.

For the statement on curriculum implementation supporting progression in “Humanities”, senior leaders from the south east region were more likely to agree compared to those from the north, mid & west and central south regions. Senior leaders with more than 31 years of experience in education were more likely to agree compared to those with 3 to 5 years or 11 to 30 years of experience. Primary school senior leaders were less likely to agree compared to those from secondary schools.

For the statement on curriculum implementation supporting progression in “languages, literacy and communication”, senior leaders with 31 or more years of experience in education were more likely to agree and those with 3 to 5 years of experience were less likely to agree compared to those with 6 or more years of experience. Senior leaders from schools with a low percentage of learners with ALN were less likely to agree compared to those from schools with a medium percentage of learners with ALN. Senior leaders from the south east region were more likely to agree compared to those from the north and mid & west regions. Senior leaders from schools with a high percentage of minority ethnicity learners were more likely to agree compared to those from schools with a low percentage of minority ethnicity learners.

For the statement on curriculum implementation supporting progression in “mathematics and numeracy”, senior leaders with 31 or more years of experience in education were more likely to agree compared to those with 3 to 5 years or 11 to 30 years of experience. Senior leaders from schools with a low percentage of learners with ALN were less likely to agree compared to those from schools with a medium percentage of learners with ALN.

For the statement on curriculum implementation supporting progression in “science and technology”, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders with 31 or more years of experience in education were more likely to agree compared to those with 6 to 30 years of experience and those from the south east region were more likely to agree compared to those in the north, mid & west and central south regions. Senior leaders from schools with a low percentage of learners with ALN were less likely to agree compared to those from schools with a medium percentage of learners with ALN.

For the statement on curriculum implementation supporting progression in “Careers and work-related experiences”, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders from the south east region were more likely to agree compared to those from the north, mid & west and central south regions. Primary school senior leaders were less likely to agree compared to those from secondary schools, and senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher.

For the statement on curriculum implementation supporting progression in “Diversity”, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders from the south east region were more likely to agree compared to those from the north and central

south regions. Non-teaching senior leaders were more likely to agree compared to those with teaching responsibilities. and senior leaders with 31 or more years' experience in education were more likely to agree compared to those with 6 to 30 years in education. Primary school senior leaders were less likely to agree compared to those from secondary schools, and senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher. Senior leaders from schools with a high percentage of minority ethnic learners were more likely to agree compared to those from schools with a low percentage of minority ethnic learners.

For the statement curriculum implementation supporting progression in "Human rights education", non-teaching senior leaders were more likely to agree compared to those with teaching responsibilities. Senior leaders from the south east region were more likely to agree compared to those from the north, mid & west and central south regions and senior leaders with 31 or more years' experience in education were more likely to agree compared to those with 6 to 30 years in education. Primary school senior leaders were less likely to agree compared to those from secondary schools.

For the statement curriculum implementation supporting progression in "local, national and international contexts", senior leaders from the south east region were more likely to agree compared to those from the north, mid & west and central south regions. Senior leaders with 3 to 20 years of leadership experience were more likely to agree compared to those under 3 years' experience in leadership. Senior leaders from schools with a low percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium or high percentage of minority ethnic learners. Senior leaders from schools with a high percentage of learners with ALN were more likely to agree compared to those from schools with a low percentage of learners with ALN.

For the statement curriculum implementation supporting progression in "relationships and sexuality education", senior leaders were more likely to agree compared to non-senior leaders. Senior leaders from the south east region were more likely to agree compared to those from the north, mid & west and central south regions. Senior leaders with 6 to 20 years of leadership experience were more likely to agree compared to those under 3 years' experience in leadership, and those with 31 or more years' experience in education were more likely to agree compared to those with 11 to 30 years' experience in education. Primary school senior leaders were less likely to agree compared to those from secondary schools. Senior leaders from schools with a low percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium percentage of minority ethnic learners.

Pedagogical practice (senior leaders)

Regarding confidence that teaching practices encouraged sustained effort from learners, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders with 31 or more years' experience in education were more likely to agree compared to those with 11 to 30 years' experience in education. Senior leaders with over 20 years' experience in leadership were less likely to agree compared to those with 6 to 20 years or under 3 years leadership experience. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher.

Regarding confidence that teaching practices employ a blend of approaches, senior leaders with 31 or more years' experience in education were more likely to agree compared to those with 11 to 30 years' experience. Senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners. Senior leaders from schools with a high percentage of learners with ALN were less likely to agree compared to those from schools with a low percentage of learners with ALN.

Regarding confidence that teaching practices build upon prior knowledge and experience, non-teaching senior leaders were more likely to agree compared to teaching senior leaders. Senior leaders with 31 or more years' experience in education were more likely to agree compared to those with 11 to 30 years' experience. Senior leaders with over 20 years' experience in leadership were less likely to agree compared to those with under 3 years' leadership experience. Senior leaders from the mid & west region were less likely to agree compared to those from the north, south east and central south regions.

Regarding confidence that teaching practices engage learner interest, senior leaders with 31 or more years' experience in education were more likely to agree compared to those with 11 to 30 years' experience.

Regarding confidence that teaching practices use assessment for learning principles, senior leaders with 31 or more years' experience in education were more likely to agree compared to those with 11 to 30 years' experience. Senior leaders from the south east region were more likely to agree compared to those from the central south region. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher.

Regarding confidence that teaching practices encourage learners to take more responsibility, senior leaders from schools with a low percentage of learners with ALN were more likely to agree compared to those from schools with a medium percentage of learners with ALN. Senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a low or medium percentage of eFSM learners. Senior leaders with 6 to 20 years of leadership experience were more likely to agree compared to those with 20 or more years of leadership experience.

Regarding confidence that teaching practices encourage learners to make connections within and across areas of learning, senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher. Senior leaders with 3 to 5 years of experience in education were more likely to agree compared to those with 6 to 10 years of experience.

Regarding confidence that teaching practices support social and emotional development, senior leaders with 31 or more years' experience in education were more likely to agree compared to those with 3 to 30 years' experience. Senior leaders from the south east region were more likely to agree compared to those from the north, mid & west and central south regions. Senior leaders from the north region were more likely to agree compared to those from the mid & west region. Senior leaders from Welsh-medium schools were less likely to agree compared to those from English-medium schools. Senior leaders with 3 to 5 years of leadership experience were less likely to agree compared to those with under 3 years

leadership experience. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher. Senior leaders from schools with a high percentage of minority ethnic learners were more likely to agree compared to those from schools with a low percentage of minority ethnic learners.

Regarding confidence that teaching practices support positive relationships, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders from the south east region were more likely to agree compared to those from the mid & west and central south regions. Senior leaders with 31 or more years' experience in education were more likely to agree compared to those with 3 to 30 years' experience. Senior leaders with 3 to 5 years' experience in education were less likely to agree compared to those with 6 to 30 years' experience in education. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher. Senior leaders with 3 to 5 years of leadership experience were less likely to agree compared to those with under 3 years of leadership experience. Senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a low percentage of eFSM learners.

Regarding confidence that teaching practices encourage collaboration, senior leaders with 31 or more years' experience in education were more likely to agree compared to those with 3 to 5 or 11 to 30 years' experience. Senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a low or medium percentage of eFSM learners.

Regarding confidence that teaching practices include all learners, senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher. Senior leaders with 31 or more years' experience in education were more likely to agree compared to those with 3 to 30 years of experience, and those with 3 to 5 years' experience were less likely to agree compared to those with 11 to 30 years' experience.

Progression and assessment (senior leaders)

Regarding confidence that assessment practices are supporting the progression of individual learners, senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher.

Regarding confidence that assessment practices are supporting learners to be active participants in the learning process, senior leaders with 6 to 20 years of leadership experience were more likely to agree compared to those with under 3 years of leadership experience. Senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners. Senior leaders from schools with a high percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium percentage of minority ethnic learners. Senior leaders from schools with a high percentage of learners with ALN were less likely to agree compared to those with a low percentage of learners with ALN. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher.

Regarding confidence that assessment practices involve the provision of meaningful and constructive feedback, primary school senior leaders were less likely to agree compared to secondary school learners. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher.

Regarding confidence that assessment practices are embedding assessment within teaching and learning, senior leaders with 6 to 20 years of leadership experience were more likely to agree compared to those with under 6 years of leadership experience. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher.

Regarding confidence that assessment practices reflect a shared understanding of progression, senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher. Senior leaders from schools with a high percentage of learners with ALN were less likely to agree compared to those from schools with a low percentage of learners with ALN.

Regarding confidence that assessment practices are supporting learner development, senior leaders with 6 to 20 years of leadership experience were more likely to agree compared to those with under 3 years of leadership experience. Senior leaders with 3 to 5 years of experience in education were less likely to agree compared to those with 6 or more years' experience.

Regarding confidence that assessment practices use a wide range of approaches to assessment, senior leaders with 31 or more years of experience in education were more likely to agree compared to those with 3 to 30 years of experience. Those with 3 to 5 years of experience in education were less likely to agree compared to those with 11 to 30 years of experience. Senior leaders with 6 to 20 years of leadership experience were more likely to agree compared to those with over 20 years of leadership experience.

Regarding confidence that assessment practices help parent/carers understand their child's progression, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders with 31 or more years of experience in education were more likely to agree compared to those with 3 to 30 years of experience. Those with 3 to 5 years of experience in education were less likely to agree compared to those with 11 to 30 years of experience. Primary school senior leaders were less likely to agree compared to secondary school senior leaders.

Enabling Learning (senior leaders)

For the statement on confidence in "my ability to use developmentally appropriate practice to support learner's progress", senior leaders with 3 to 5 years' experience in education were less likely to agree compared to those with 6 or more years' experience. Senior leaders from special schools and PRUs were more likely to agree compared to those from primary schools.

For the statement on confidence in “my ability to provide developmentally appropriate learning experiences to support learner’s progress” senior leaders from PRU and special schools were more likely to agree compared to those from primary and secondary schools. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher.

For the statement on confidence in “making the best use of indoor spaces available for teaching and learning”, senior leaders from schools with a low percentage of minority ethnicity learners were less likely to agree compared to those from schools with a medium or high percentage of minority ethnicity learners. Senior leaders with 3 to 5 years leadership experience were less likely to agree compared to those with under 3 or with 6 to 20 years of leadership experience.

Professional enquiry (senior leaders)

For the statement on the extent to which professional enquiry is encouraged at their school, senior leaders were more likely to report higher levels of encouragement than non-senior leaders. Non-teaching senior leaders were more likely to report higher levels of encouragement compared to teachers, and those with 31 or more years’ experience in education were more likely to report higher levels of encouragement compared to those with 11 to 30 years’ experience. Senior leaders with a main role of middle leader were less likely to report encouragement compared to those with a main role of teacher, and senior leaders with no curriculum responsibilities were less likely to report encouragement compared to those with curriculum responsibilities. Senior leaders from schools with a high percentage of minority ethnic learners were less likely to report encouragement than those from school with a medium percentage of minority ethnic learners.

For the statement on professional enquiry at their school supporting investigation into the suitability of pedagogy for specific contexts and learners, senior leaders with 6 to 20 years of leadership experience were more likely to agree compared to those with under 3 years of leadership experience. Senior leaders with 3 to 5 years of experience in education were less likely to agree compared to those with 31 or more years’ experience. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher.

For the statement on professional enquiry at their school supporting investigation into the suitability of assessment for specific contexts and learners, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders from the south east region were more likely to agree compared to those from the central south region. Primary school senior leaders were less likely to agree compared to secondary school senior leaders and those with a main role of middle leader were less likely to agree compared to those with a main role of teacher. Senior leaders with 3 to 5 years of experience in education were less likely to agree compared to those with 31 or more years’ experience.

For the statement on professional enquiry at their school involving collaboration, senior leaders with 31 or more years of experience in education were more likely to agree compared to those with 6 to 30 years of experience. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher.

Senior leaders from the south east region were more likely to agree compared to those from the mid & west and north regions.

For the statement on professional enquiry at their school using insights from relevant research, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders with 31 or more years of experience in education were more likely to agree compared to those with 3 to 5 or 11 to 30 years of experience. Senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher and those senior leaders with no curriculum responsibilities were less likely to agree compared to those with curriculum responsibilities.

For the statement on professional enquiry at their school exploring the causes of problems we face in our practice, senior leaders with 3 to 5 years' experience in education were less likely to agree compared to those with 6 or more years' experience.

For the statement on professional enquiry at their school leading to meaningful improvements in practice, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders with 31 or more years of experience in education were more likely to agree compared to those with 3 to 5 or 11 to 30 years of experience. Primary school senior leaders were less likely to agree compared to secondary school senior leaders and those with a main role of middle leader were less likely to agree compared to those with a main role of teacher.

Contribution to the curriculum (senior leaders)

For the statement "makes me feel I have influence", senior leaders were more likely to agree compared to non-senior leaders. Senior leaders with 6 to 20 years of leadership experience were more likely to agree than those with under 3 years leadership experience, and senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners. Senior leaders from schools with a low or high percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium percentage of minority ethnic learners. Senior leaders from schools with a low percentage of learners with ALN were less likely to agree compared to those from schools with a medium percentage of learners with ALN. Primary school senior leaders were less likely to agree than those from secondary schools, and senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher.

For the statement "makes me feel valued", senior leaders were more likely to agree compared to non-senior leaders. Senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a low or medium percentage of eFSM learners. Senior leaders from schools with a low or high percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium percentage of minority ethnic learners. Primary school senior leaders were less likely to agree than those from secondary schools, and senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher.

For the statement “makes me feel motivated in my work”, senior leaders were more likely to agree compared to non-senior leaders. Primary school senior leaders were less likely to agree than those from secondary schools, and senior leaders with a main role of middle leader were less likely to agree compared to those with a main role of teacher.

For the statement “is supported by positive working relationships”, senior leaders were more likely than non-senior leaders to agree, and senior leaders with 31 or more years’ experience in education were more likely to agree compared to those with 11 to 30 years of experience.

For the statement “is supported by the quality of the physical environment I work in”, senior leaders were more likely to agree compared to non-senior leaders. Senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a low or medium percentage of eFSM learners. Senior leaders with 3 to 5 years leadership experience were less likely to agree compared to those with under 3 years or 6 or more years leadership experience.

Confidence that learners will progress (senior leaders)

For the statement on confidence the school curriculum would “support our learners to develop in the ways described in the four purposes”, senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners.

For the statement on confidence the school curriculum would “support learners equally well to progress, irrespective of their starting point”, senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners. Senior leaders from schools with a low percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium percentage of minority ethnic learners.

For the statement on confidence the school curriculum would “support learners equally well to progress, irrespective of their individual circumstances”, senior leaders from schools with a low percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium percentage of minority ethnic learners.

For the statement on confidence the school curriculum would “enable learners from low-income households to progress as fully as their peers”, senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners. Senior leaders from schools with a low percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium or high percentage of minority ethnic learners.

For the statement that the new curriculum would “better meet the needs of all learners”, senior leaders from schools with a low or high percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners. Senior leaders from schools with a low percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium or high percentage of

minority ethnic learners. Senior leaders with 6 to 20 years leadership experience were more likely to agree compared to those with under 3 years leadership experience.

For the statement that the new curriculum would “lead to learner progression”, senior leaders from schools with a high percentage of learners with ALN were more likely to agree compared to those from schools with a low or medium percentage of learners with ALN. Senior leaders from schools with a low percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium or high percentage of minority ethnic learners.

For the statement that the new curriculum would “help learners reach their full potential”, senior leaders from schools with a high percentage of learners with ALN were more likely to agree compared to those from schools with a low or medium percentage of learners with ALN. Senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners. Senior leaders from schools with a low percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium or high percentage of minority ethnic learners.

For the statement that the new curriculum would “improve overall levels of learner achievement”, senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners. Senior leaders from schools with a low percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium or high percentage of minority ethnic learners.

Commitment to curriculum change (teachers)

For the statement “I am willing to make changes to my professional practice to realise the aspirations of the Curriculum for Wales”, primary school respondents were more likely to agree compared to secondary school respondents. Respondents from schools with a high percentage of minority ethnic learners were more likely to agree compared to those from schools with a low percentage of minority ethnic learners.

For the statement “I am always an advocate for the Curriculum for Wales when talking with colleagues”, respondents from primary and special schools and PRUs were more likely to agree compared to secondary school respondents. Respondents with under 3 years’ experience in education were more likely to agree compared to those with 3 to 30 years’ experience. Respondents with a main role of LSW were more likely to agree compared to those with a main role of teacher or middle leader.

For the statement “I consider the Curriculum for Wales to be much better than the previous curriculum”, respondents from primary and special schools and PRUs were more likely to agree compared to secondary school respondents. Special school and PRU respondents were also more likely to agree compared to those from primary schools. Respondents with 6 to 10 years’ experience in education were less likely to agree compared to those with 11 to 30 years’ experience. Respondents without curriculum responsibilities were less likely to agree compared to those with curriculum responsibilities.

Knowledge about curriculum change (teachers)

For the statement “The reasons for reforming the curriculum are clear to me”, respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools and respondents from special schools and PRUs were also more likely to agree compared to those from primary schools. Non-teaching respondents were less likely to agree compared to those with teaching responsibilities, and those without curriculum responsibilities were less likely to agree compared to those with curriculum responsibilities. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with under 3 years of leadership experience.

For the statement “I understand my role in implementing the Curriculum for Wales”, respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools. Respondents from schools with a low percentage of learners with ALN were more likely to agree compared to those from schools with a medium or high percentage of learners with ALN. Non-teaching respondents were less likely to agree compared to those with teaching responsibilities. Respondents with a main role of LSW were less likely to agree compared to those with a main role of middle leader.

For the statement “I am clear on what has changed in Curriculum for Wales compared to the previous curriculum”, respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools. Non-teaching respondents were less likely to agree compared to those with teaching responsibilities, and those with a main role of LSW were less likely to agree compared to those with a main role of teacher or middle leader.

For the statement “I can explain to others the main elements of the Curriculum for Wales”, respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools. Those with a main role of LSW were less likely to agree compared to those with a main role of teacher or middle leader. Respondents with 3 to 5 years of experience in education were more likely to agree compared to those with 11 to 30 years’ experience. Respondents with 31 or more years in education were less likely to agree compared to those with under 6 years’ experience or between 11 and 30 years’ experience. Respondents with 3 to 5 years of experience in education were more likely to agree compared to those with 6 to 10 years’ experience. Respondents without curriculum responsibilities were less likely to agree compared to those with curriculum responsibilities.

Understanding of curriculum change (teachers)

For the statement “I understand how I should change my practice in response to the Curriculum for Wales”, respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools. Respondents with under 3 years’ experience in education were more likely to agree compared to those with 6 to 10 years’ experience. Respondents with 3 to 5 years’ experience in education were more likely to agree compared to those with 6 or more years’ experience in education.

For the statement “I understand what my school is required to do to design our own curriculum in accordance with the Curriculum for Wales”, respondents with 21 or more years

of leadership experience were more likely to agree compared to those with 6 to 20 years of leadership experience.

For the statement “I understand what my school is required to do to plan our own assessment arrangements in accordance with the Curriculum for Wales”, respondents with 3 to 5 years of leadership experience were more likely to agree compared to those with 6 to 20 years of leadership experience.

Capability to act in ways that realise curriculum change (teachers)

For the statement regarding confidence in practitioner skills, respondents from PRU and special schools were more likely to agree compared to primary and secondary school respondents. Respondents from schools with a low percentage of learners with ALN were also more likely to agree than respondents from schools with medium percentage of learners with ALN. Compared to those whose main role is “teacher” or LSW, middle leaders were more likely to agree.

For the statement on confidence in subject knowledge, non-teaching respondents were less likely to agree than those with teaching responsibilities. Those with a main role of LSW were also less likely to agree compared to teachers, and respondents from primary schools were less likely to agree compared to those at secondary schools. Respondents based at schools with a low percentage of learners with ALN were more likely to agree than those at schools with a medium percentage of learners with ALN. Middle leaders were more likely to agree compared to teachers and LSW, and senior leaders were more likely to agree compared to non-senior leaders. Respondents with 3 to 5 years of experience in education were more likely to agree compared to those with under 3 or between 6 and 10 years of experience.

For the statement on confidence in pedagogical knowledge, those with a main role of LSW were less likely to agree compared to teachers and middle leaders. Respondents from schools with a low percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium percentage of minority ethnic learners. Primary school respondents were less likely to agree compared to secondary school respondents. Respondents with 3 to 5 years’ experience in education were more likely to agree compared to those with 11 to 30 years’ experience in education.

For the statement on confidence regarding the provision of authentic experiences, non-teaching respondents were less likely to agree than those with teaching responsibilities. Respondents from schools with a low percentage of eFSM learners were less likely to agree than those at schools with a medium percentage of eFSM learners. Respondents from schools with a high percentage of minority ethnic learners were more likely to agree compared to those at schools with a medium percentage of minority ethnic learners. Those from the mid & west region were more likely to agree compared to those from the central south region, and those with 3 to 5 years’ experience in education were more likely to agree compared to those with 6 to 30 years’ experience.

For the statement on confidence in curriculum design expertise, respondents with over 20 years of leadership experience were more likely to agree with the statement compared to those with under 20 years of leadership experience.

For the statement on confidence in assessment design expertise, respondents with over 20 years of leadership experience were more likely to agree with the statement compared to those with under 20 years of leadership experience.

For the statement on confidence regarding ability to adapt professional practice, senior leader respondents were more likely to agree compared to non-senior leader respondents. Respondents with 6 to 20 years of leadership experience were more likely to agree with the statement compared to those with 0 to 3 years of leadership experience. Those with 3 to 5 years of experience in education were more likely to agree compared to those with under 3 years or over 5 years of experience in education. Respondents based in the south east and mid & west regions were more likely to agree compared to those from the central south region. Those from Special schools/PRUs were more likely to agree compared to primary and secondary school respondents. Respondents from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a low percentage of eFSM learners.

Wellbeing (teachers)

For the statement “My school is a good place to work”, respondents from primary schools were more likely to agree compared to those from secondary schools. Respondents with under 3 years’ experience in education were more likely to agree compared to those with over 3 years’ experience. Respondents with over 20 years’ experience in leadership were less likely to agree compared to those with under 20 years leadership experience. Respondents from Welsh-medium schools were more likely to agree compared to those from English-medium schools.

For the statement “I am satisfied with my job”, respondents from primary schools were more likely to agree compared to those from secondary schools. Respondents with under 3 years’ experience in education were more likely to agree compared to those with 6 or more years’ experience. Respondents with over 20 years’ experience in leadership were less likely to agree compared to those with under 6 years leadership experience. Respondents from the south east region were less likely to agree compared to those from the central south and north regions.

For the statement “I am satisfied with my work life balance”, respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools. Respondents with a main role of LSW were more likely to agree compared to those with a main role of teacher or middle leader, and respondents without curriculum responsibilities were more likely to agree compared to those with curriculum responsibilities.

For the statement “My work as an educator is meaningful”, respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools. Respondents from schools with a low percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium percentage of minority ethnic learners.

For the statement “My relationships with learners are rewarding to me”, respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools. Respondents with a main role of middle leader were less likely to agree

compared to those with a main role of teacher. Respondents from the north region were less likely to agree compared to those from the mid & west and south east regions. Respondents from schools with a high percentage of minority ethnic learners were more likely to agree compared to those from schools with a low percentage of minority ethnic learners. Respondents with 3 to 5 years of experience in education were more positive compared to those with 6 to 10 years or 31 or more years of experience.

For the statement “My relationships with colleagues are supportive”, respondents from primary schools were more likely to agree compared to those from secondary schools. Respondents from schools with a low percentage of eFSM learners were less likely to agree compared to those from schools with a medium percentage of eFSM learners. Respondents from the mid & west regions were more likely to agree compared to those from the south east region.

For the statement “I feel I can be myself with colleagues at work”, respondents from primary schools were more likely to agree compared to those from secondary schools. Respondents with under 3 years’ experience in education were more likely to agree compared to those with 6 or more years’ experience.

Collaboration on curriculum design (teachers)

For the statement on collaboration “between teachers”, primary school respondents were more likely to report collaboration compared to secondary school respondents. Respondents from schools with a low percentage of learners with ALN were more likely to report collaboration compared to schools with a medium percentage of learners with ALN. Respondents from schools with a high percentage of eFSM learners were less likely to report collaboration compared to those from schools with a low percentage of eFSM learners. Respondents from the mid & west region were less likely to report collaboration compared to those from the north region. Respondents with 3 to 5 years of experience in education were more likely to report collaboration compared to those with 6 to 10 or 31 or more years of experience.

For the statement on collaboration “with primary schools”, primary school respondents were more likely to report collaboration compared to secondary school, special school and PRU respondents. Respondents with 3 to 5 years of experience in education were more likely to report collaboration compared to those with 6 to 30 years of experience. Respondents with 6 to 20 years of leadership experience were less likely to report collaboration compared to those with 21 or more years of leadership experience. Respondents without curriculum responsibilities were more likely to report collaboration compared to those with curriculum responsibilities. Respondents from the north region were less likely to report collaboration compared to those from the central south region.

For the statement on collaboration “with secondary schools”, primary school respondents were more likely to report collaboration compared to secondary school respondents. Respondents with a main role of LSW were more likely to report collaboration compared to those with a main role of teacher. Respondents with 6 to 20 years leadership experience were less likely to report collaboration compared to those with under 3 years of leadership experience.

For the statement on collaboration “with special schools”, respondents from special and PRU schools were more likely to report collaboration compared to those from primary and secondary schools. Respondents with a main role of LSW were more likely to report collaboration compared to those with a main role of teacher or middle leader. Respondents without curriculum responsibilities were more likely to report collaboration compared to those with curriculum responsibilities. Respondents from the mid & west region were more likely to report collaboration compared to those from the central south region. Non-teaching respondents were less likely to report collaboration compared to those with teaching responsibilities.

For the statement on collaboration “with PRUs or other EOTAS providers”, respondents from special and PRU schools were more likely to report collaboration compared to primary and secondary school respondents. Respondents with a main role of LSW were more likely to report collaboration compared to those with a main role of teacher or middle leader. Respondents with under 3 years to were more likely to report collaboration compared to those with over 3 years’ experience. Respondents with 3 to 5 years of experience in education were more likely to report collaboration compared to those with 6 to 10 years of experience. Respondents with 6 and 10 years of experience in education were more likely to report collaboration compared to those with 11 to 30 years’ experience. Respondents from the mid & west region were more likely to report collaboration compared to those from the north and central south regions, and those from Welsh-medium schools were more likely to report collaboration compared to those from English-medium schools. Respondents from schools with a low or high percentage of minority ethnic learners were less likely to report collaboration compared to those from schools with a medium percentage of minority ethnic learners. Respondents from schools with a high percentage of eFSM learners were more likely to report collaboration compared to those from schools with a low percentage of eFSM learners.

For the statement on collaboration “with nursery settings”, primary school respondents were more likely to report collaboration compared to special school, PRU and secondary school respondents. Respondents with 6 to 20 years leadership experience were less likely to report collaboration compared to those with under 3 years or 21 or more years of leadership experience. Respondents with under 3 years’ experience in education were more likely to report collaboration compared to those with 3 to 5 years’ experience. Respondents from schools with a low percentage of learners with ALN were less likely to report collaboration compared to those from schools with a medium percentage of learners with ALN. Respondents from schools with a high percentage of minority ethnic learners were less likely to report collaboration compared to those from schools with a medium percentage of minority ethnic learners.

For the statement on collaboration “with governors”, primary school respondents were more likely to report collaboration compared to special school, PRU and secondary school respondents. Respondents with under 3 years’ experience in education were more likely to report collaboration compared to those with over 3 years’ experience. Respondents with 6 to 20 years leadership experience were less likely to report collaboration compared to those with under 6 years or 21 or more years of leadership experience.

For the statement on collaboration “with learners”, primary school respondents were more likely to report collaboration compared to special school, PRU and secondary school respondents. Respondents with 3 to 5 years of leadership experience were more likely to report collaboration compared to those with under 3 years or 6 to 20 years of leadership experience. Respondents from Welsh-medium schools were more likely to report collaboration compared to those from English-medium schools. Respondents from schools with a low percentage of eFSM learners were less likely to report collaboration compared to those from schools with a medium percentage of eFSM learners.

For the statement on collaboration “with parents/carers”, primary school respondents were more likely to report collaboration compared to special, PRU and secondary school respondents. Respondents with a main role of LSW were more likely to report collaboration compared to those with a main role of teacher. Respondents with under 3 years’ experience in education were more likely to report collaboration compared to those with 11 or more years’ experience. Respondents with 6 to 20 years leadership experience were less likely to report collaboration compared to those with under 6 or 21 or more years of leadership experience. Respondents from schools with a high percentage of minority ethnic learners were less likely to report collaboration compared to those from schools with a medium percentage of minority ethnic learners.

For the statement on collaboration “with Higher Education institutions”, respondents with a main role of LSW were more likely to report collaboration compared to those with a main role of teacher or middle leader. Respondents with under 3 years or 6 to 10 years’ experience in education were more likely to report collaboration compared to those with 11 to 30 years’ experience. Respondents with over 20 years of leadership experience were more likely to report collaboration compared to those with under 20 years of leadership experience. Respondents without curriculum responsibilities were more likely to report collaboration compared to those with curriculum responsibilities. Non-teaching respondents were less likely to report collaboration compared to those with teaching responsibilities. Respondents from the mid & west regions were more likely to report collaboration compared to those from the north region.

For the statement on collaboration “with businesses or employers”, respondents with under 3 years’ experience in education were more likely to report collaboration compared to those with over 3 years’ experience. Respondents with 6 and 10 years’ experience in education were more likely to report collaboration compared to those with 11 to 30 years’ experience. Respondents with over 20 years of leadership experience were more likely to report collaboration compared to those with under 3 years of leadership experience. Respondents from schools with a low or high percentage of minority ethnic learners were less likely to report collaboration compared to those from schools with a medium percentage of minority ethnic learners.

For the statement on collaboration “with other organisations/institutions”, respondents with 3 to 5 years’ experience in education were more likely to report collaboration compared to those with 11 to 30 years’ experience. Respondents from schools with a high percentage of minority ethnic learners were less likely to report collaboration compared to those from schools with a low or medium percentage of minority ethnic learners.

For the statement “Teachers are consistently involved in discussion/decisions about pedagogy”, primary school respondents were more likely to agree compared to secondary school respondents. Respondents with a main role of middle leader were more likely to agree compared to those with a main role of teacher. Respondents from schools with a low percentage of learners with ALN were more likely to agree compared to those with a medium percentage of learners with ALN. Respondents from schools with a high percentage of eFSM learners were less likely to agree compared to those with a medium percentage of eFSM learners.

For the statement “Opportunities are provided for teachers to initiate change”, primary school respondents were more likely to agree compared to secondary school respondents. Respondents with a main role of middle leader or LSW were more likely to agree compared to those with a main role of teacher. Respondents from schools with a low percentage of learners with ALN were more likely to agree compared to those with a medium percentage of learners with ALN. Respondents with under 3 years of experience in education were more likely to agree compared to those with 31 or more years of experience.

For the statement “Teachers assume shared responsibility and accountability for learner progress”, primary school respondents were more likely to agree compared to secondary school respondents. Respondents from the mid & west region were more likely to agree compared to those from the north region.

For the statement “Teachers are actively involved in maintaining high expectations to increase learner achievement”, respondents with 31 or more years in education were less likely to agree compared to those with under 30 years in education.

For the statement “Leaders at this school consider advice from teachers when making decisions”, primary school respondents were more likely to agree compared to secondary school respondents. Respondents with under 3 years’ experience in education were more likely to agree compared to those with 11 or more years in education. Non-teaching respondents were less likely to agree compared to those with teaching responsibilities. Respondents from schools with a high percentage of eFSM learners were less likely to agree compared to those from schools with a low percentage of eFSM learners.

For the statement “Leadership is nurtured and distributed among teachers”, primary school respondents were more likely to agree compared to secondary school respondents. Respondents with a main role of middle leader were more likely to agree compared to those with a main role of teacher or LSW. Respondents with under 3 years’ experience in education were more likely to agree compared to those with 6 or more years in education. Respondents with over 6 years of leadership experience were less likely to agree compared to those with under 3 years of leadership experience. Respondents with 3 to 5 years of leadership experience were more likely to agree compared to those with 6 to 20 years of leadership experience.

Shared understanding of aspects of CfW (teachers)

For the statement on the shared understanding of “learner progression”, respondents from primary schools were more likely to agree compared to those from secondary schools.

Respondents from schools with a high percentage of eFSM learners were less likely to agree compared to those from schools with a medium percentage of eFSM learners.

For the statement on the shared understanding of “what it means to have an inclusive curriculum”, respondents from primary, special and PRU schools were more likely to agree compared to those from secondary schools. Respondents from schools with a high percentage of eFSM learners were less likely to agree compared to those from schools with a low or medium percentage of eFSM learners. Respondents from schools with a high percentage of learners with ALN were less likely to agree compared to those from schools with a low percentage of learners with ALN.

For the statement on the shared understanding of “how our curriculum supports learners to develop in the ways described by the four purposes”, respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools. Respondents with a main role of teacher were less likely to agree compared to those with a main role other than teacher. Respondents from the north region were more likely to agree compared to those from the central south region and those with 3 to 5 years of leadership experience were less likely to agree compared to those with under 3 years of leadership experience.

Professional learning and support (teachers)

Regarding the statement on access to high-quality professional learning, respondents from primary schools were more likely to agree compared to those from secondary schools. Non-senior leader respondents from Welsh-medium schools were more likely to agree compared to those from English-medium schools. Whereas senior leader respondents from Welsh-medium schools were less likely to agree compared to those from English-medium schools. Respondents from schools with a low percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium percentage of minority ethnic learners. Respondents from schools with a high percentage of learners with ALN were less likely to agree compared to those from schools with a low percentage of learners with ALN. Respondents with 3 to 5 years of leadership experience were more likely to agree compared to those with 6 to 20 years of leadership experience.

Regarding the statement on the quantity of professional learning meeting needs, respondents from primary schools were more likely to agree compared to those from secondary schools. Middle leaders who were not senior leaders were more likely to agree compared to those with a main role of teacher, and those with a main role of LSW were also more likely to agree compared to those with a main role of teacher. Middle leaders who were senior leaders, however, were less likely to agree compared to those with a main role of teacher. Respondents from schools with a low percentage of eFSM learners were more likely to agree compared to those with a medium percentage of eFSM learners. Non-senior leader respondents from Welsh-medium schools were more likely to agree compared to those from English-medium schools. Senior leader respondents from Welsh-medium schools were less likely to agree compared to those from English-medium schools. Respondents from schools with a low percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium percentage of minority ethnic learners. Senior leader respondents from schools with a high percentage of minority ethnic

learners were also less likely to agree compared to those from schools with a medium percentage of minority ethnic learners. Senior leaders from the south east region were also less likely to agree compared to those from the central south region. Respondents with 31 or more years' experience in education were less likely to agree compared to those with under 11 years' experience in education. Senior leader respondents with 6 to 20 years of leadership experience were more likely to agree compared to senior leaders with 21 or more years of experience.

Regarding the statement on the quality of the professional learning, respondents from primary schools were more likely to agree compared to those from secondary schools. Respondents from Welsh-medium schools were more likely to agree compared to those from English-medium schools. Respondents with 3 to 20 years of leadership experience were less likely to agree compared to those with under 3 years of leadership experience. Respondents from schools with a high percentage of learners with ALN were less likely to agree compared to those with a low or medium percentage of learners with ALN. Respondents from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a low percentage of eFSM learners.

Regarding the statement on school-level guidance, support and resources, respondents from primary schools were more likely to agree compared to those from secondary schools. Non-senior leader respondents with a main role of middle leader were more likely to agree compared to those with a main role of teacher, whereas senior leader respondents with a main role of middle leader were less likely to agree. Non-senior leaders from Welsh-medium schools were more likely to agree compared to those from English-medium schools, whereas senior leaders from Welsh-medium schools were less likely to agree. Respondents from the south east region were also less likely to agree compared to those from the central south region. Respondents with under 3 years of experience in education were more likely to agree compared to those with 6 or more years in education. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with under 6 years of leadership. Respondents from schools with a low percentage of learners with ALN were more likely to agree compared to those with a medium percentage of learners with ALN.

Regarding the statement on support from education support partners, respondents from primary schools were more likely to agree compared to those from secondary schools. Respondents from Welsh-medium schools were more likely to agree compared to those from English-medium schools. Respondents with a main role of LSW were more likely to agree compared to those with a main role of teacher. Non-senior leader respondents with a main role of middle leader were more likely to agree compared to those with a main role of teacher, whereas senior leader respondents with a main role of middle leader were less likely to agree than those with a main role of teacher. Senior leaders from the north, mid & west and south east regions were all less likely to agree compared to those from the central south region. Respondents from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a low percentage of eFSM learners. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with 3 to 5 years or 21 or more years of leadership experience.

Regarding the statement on the broader guidance, support and resources, respondents from primary, PRU and special schools were more likely to agree compared to those from secondary schools. Senior leaders from schools with a high percentage of learners with ALN were more likely to agree compared to those from schools with a low or medium percentage of learners with ALN. Non-senior leaders from Welsh-medium schools were more likely to agree compared to those from English-medium schools, whereas senior leaders from Welsh-medium schools were less likely to agree. Non-senior leaders from schools with a high percentage of eFSM learners were more likely to agree compared to those from schools with a low or medium percentage of eFSM learners, whereas senior leaders from schools with a high percentage of eFSM learners were less likely to agree compared to those from schools with a low or medium percentage of eFSM learners. Senior leaders from the south east region were also less likely to agree compared to those from the central south region. Respondents from the mid & west region were more likely to agree compared to those from the north region. Respondents with under 6 years of experience in education were more likely to agree compared to those with 6 to 10 years or 31 or more years of experience in education.

System support (teachers)

For the statement “The school inspection system is well-suited to supporting the Curriculum for Wales”, primary, special and PRU school respondents were more likely to agree compared to secondary school respondents. Respondents with a main role of LSW were more likely to agree compared to those with a main role of teacher.

For the statement “The approach to developing new qualifications for learners aged 14-16 aligns with CfW”, primary school, special and PRU respondents were more likely to agree compared to secondary school respondents. Respondents with 6 to 20 years leadership experience were less likely to agree compared to those with under 3 years of leadership experience. Respondents from schools with a high percentage of minority ethnic learners were less likely to agree compared to those from schools with a low or medium percentage of minority ethnic learners.

For the statement “There is sufficient funding allocated to supporting work on the CfW”, respondents with a main role of LSW were more likely to agree compared to those with a main role of teacher or middle leader. Respondents with 3 to 5 years leadership experience were less likely to agree compared to those with under 3 years of leadership experience.

For the statement “There is sufficient time allocated to supporting work on the CfW”, primary school respondents were more likely to agree compared to secondary school respondents. Respondents with a main role of LSW were more likely to agree compared to those with a main role of teacher or middle leader. Respondents with 6 to 20 years leadership experience were less likely to agree compared to those with under 3 years of leadership experience. Respondents from schools with a high percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium percentage of minority ethnic learners.

For the statement “There is quality leadership across the education system to support the CfW”, primary school respondents were more likely to agree compared to secondary school respondents. Respondents with a main role of LSW were more likely to agree compared to

those with a main role of teacher or middle leader. Respondents with under 3 years' experience in education were more likely to agree compared to those with 11 to 30 years' experience. Respondents from schools with a high percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium percentage of minority ethnic learners.

For the statement "The Professional Standards for Teaching, Leadership and Assisting Teaching are supportive of the CfW", primary school respondents were more likely to agree compared to secondary school respondents. Respondents with under 3 years' experience in education were more likely to agree compared to those with 11 or more years' experience. Respondents with 3 to 5 years' experience in education were more likely to agree compared to those with 31 or more years' experience. Respondents from schools with a high percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium percentage of minority ethnic learners.

For the statement "there is information available to me to enable effective self-evaluation to support the realisation of CfW", primary school respondents were more likely to agree compared to secondary school respondents. Respondents with under 3 years' experience in education were more likely to agree compared to those with 11 or more years' experience. Respondents with 6 to 10 years of experience in education were more likely to agree compared to those with 31 or more years' experience. Respondents with over 20 years leadership experience were more likely to agree compared to those with under 20 years' experience in leadership. Respondents from schools with a high percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium percentage of minority ethnic learners.

Schools' approaches to curriculum design (teachers)

For the statement on curriculum design involving "learning from professional enquiry", respondents from primary schools were more likely to report involvement compared to those from secondary schools. Respondents with a main role of LSW were more likely to report involvement compared to those with a main role of teacher. Respondents with under 3 years of experience in education were more likely to report involvement compared to those with 11 or more years of experience.

For the statement on curriculum design involving "using educational research", respondents with under 3 years of experience in education were more likely to report involvement compared to those with 6 or more years of experience. Respondents from schools with a low percentage of learners with ALN were more likely to report involvement compared to those from schools with a medium percentage of learners with ALN.

For the statement on curriculum design involving "sharing evidence and expertise across local or cluster networks", respondents from primary schools were more likely to report involvement compared to those from secondary schools. Respondents with under 3 years of experience in education were more likely to report involvement compared to those with 3 or more years of experience. Respondents with 3 to 5 years of experience in education were more likely to report involvement compared to those with 11 to 30 years of experience. Respondents with a main role of middle leader or LSW were more likely to report involvement compared to those with a main role of teacher. Respondents with 6 to 20 years

of leadership experience were less likely to report involvement compared to those with under 6 years of leadership experience.

For the statement on curriculum design involving “sharing evidence and expertise across regional or national networks”, respondents with a main role of LSW were more likely to report involvement compared to those with a main role of teacher. Respondents from schools with a high percentage of learners with ALN were more likely to report involvement compared to those from schools with a medium percentage of learners with ALN. Respondents with 6 to 20 years of leadership experience were less likely to report involvement compared to those with under 3 years of leadership experience.

For the statement on curriculum design involving “partnering with Further and Higher Education Institutions”, respondents with under 5 years of experience in education were more likely to report involvement compared to those with 11 to 30 years of experience. Respondents with a main role of LSW were more likely to report involvement compared to those with a main role of teacher or middle leader. Respondents from the north region were less likely to report involvement compared to those from the central south region. Respondents from schools with a low or high percentage of minority ethnic learners were less likely to report involvement compared to those from schools with a medium percentage of minority ethnic learners.

Changes to practice (teachers)

Regarding having made substantial changes to planning, respondents from special and PRU schools were more likely to agree compared to those from secondary schools. Respondents from the north region were more likely to agree compared to those from the mid & west region. Respondents with 3 to 5 years of leadership experience were more likely to agree compared to those with 6 to 20 years of leadership experience.

Regarding having made substantial changes to teaching or learning approaches, primary school respondents were more likely to agree compared to those from secondary schools. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with under 6 years of leadership experience.

Regarding having made substantial changes to teaching or learning activities, primary school respondents were more likely to agree compared to those from secondary schools. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with under 6 years of leadership experience.

Regarding having made substantial changes to the resources used, respondents with a main role of middle leader were more likely to agree compared to those with a main role of teacher or LSW. Respondents from schools with a low percentage of learners with ALN were more likely to agree compared to those from schools with a medium percentage of learners with ALN. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with under 6 years of leadership experience.

Regarding having made substantial changes to content, topics and themes, respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools.

Regarding having made substantial changes to the focus of learner assessment, respondents with under 3 years of experience in education were more likely to agree compared to those with 31 or more years of experience. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with 3 to 5 years of leadership experience.

Regarding having made substantial changes to approaches to learner assessment, respondents with 3 to 5 years of experience in education were more likely to agree compared to those with 11 or more years of experience. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with 3 to 5 years of leadership experience.

Regarding having made substantial changes to meeting the needs of individual learners to enable them to make progress, respondents from primary schools were more likely to agree compared to those from secondary schools. Respondents with under 3 years of experience in education were more likely to agree compared to those with under 11 or more years of experience. Respondents from schools with a low percentage of minority ethnic learners were more likely to agree compared to those with a medium percentage of minority ethnic learners. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with under 3 years of leadership experience.

Aspects of CfW in practice (teachers)

With respect to whether teaching practice reflected the four purposes, respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools. Respondents with a main role of middle leader were more likely to agree compared to those with a main role of teacher or LSW. Respondents with 3 to 5 years of experience in education were more likely to agree compared to those with under 3 years or 6 or more years of experience.

Regarding whether teaching practices reflect the statement of what matters, primary school respondents were more likely to agree compared to secondary school respondents. Respondents with a main role of middle leader were more likely to agree compared to those with a main role of teacher or LSW. Respondents with 3 to 5 years of experience in education were more likely to agree compared to those with 11 to 30 years of experience.

Regarding whether the pedagogical principles are reflected in teaching practices, respondents with 3 to 5 years of experience in education were more likely to agree compared to those with 6 or more years of experience.

With respect to whether the principles of progression are reflected in teaching practices, primary school respondents were more likely to agree compared to secondary school respondents. Respondents from schools with a high percentage of minority ethnic learners were less likely to agree compared to those from schools with a low or medium percentage of minority ethnic learners.

Regarding whether teaching practices reflect descriptions of learning, primary school respondents were more likely to agree compared to secondary school respondents. Respondents with a main role of middle leader were more likely to agree compared to those with a main role of teacher or LSW.

Regarding whether teaching practices support learner development in creativity and innovation, respondents from primary and special schools and PRUs were more likely to agree compared to secondary school respondents. Respondents from the mid & west region were more likely to agree compared to those from the central south region. Those with 3 to 5 years' experience in education were more likely to agree compared to those with under 3 years or 6 or more years' experience.

Regarding whether teaching practices support learner development in critical thinking and problem solving, respondents with 3 to 5 years' experience in education were more likely to agree compared to those with 6 or more years' experience. Non-teaching respondents were less likely to agree compared to those with teaching responsibilities.

Regarding whether teaching practices support learner development in personal effectiveness, non-teaching respondents were less likely to agree compared to those with teaching responsibilities. Respondents with 3 to 5 years of experience in education were more likely to agree compared to those with 6 to 10 years of experience. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with 21 or more years of leadership experience.

Regarding whether teaching practices support learner development in planning and organising, non-teaching respondents were less likely to agree compared to those with teaching responsibilities.

Regarding curriculum implementation supporting progression in English, primary school respondents were more likely to agree compared to secondary school respondents. Respondents with 3 to 5 years of experience in education were more likely to agree compared to those with 6 to 30 years of experience. Respondents from schools with a high percentage of learners with ALN were more likely to agree compared to those from schools with low or medium percentage of learners with ALN. Respondents from schools with a high percentage of eFSM learners were less likely to agree compared to those from schools with low or medium percentage of eFSM learners. Respondents from a Welsh medium school were less likely to agree compared to those from an English medium school.

Regarding curriculum implementation supporting progression in religion, values and ethics, special school and PRU respondents were more likely to agree compared to secondary school respondents. Respondents from schools with a low percentage of learners with ALN were more likely to agree compared to those from schools with medium or high percentage of learners with ALN. Respondents from schools with a low percentage of minority ethnic learners were more likely to agree compared to those from schools with medium percentage of minority ethnic learners. Respondents from the north region were more likely to agree compared to those from the central south region. Respondents with 6 to 10 years of experience in education were less likely to agree compared to those with 11 to 30 years of experience. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with under 3 years of leadership experience.

Regarding curriculum implementation supporting progression in Welsh, primary school respondents were more likely to agree compared to special school, PRU and secondary school respondents. Special school and PRU respondents less likely to agree compared to secondary school respondents. Respondents with a main role of LSW were more likely to agree compared to those with a main role of middle leader.

Regarding curriculum implementation supporting progression in digital competence, primary school respondents were more likely to agree compared to secondary school respondents. Respondents from schools with a high percentage of eFSM learners were less likely to agree compared to those with a low percentage of eFSM learners.

Regarding curriculum implementation supporting progression in literacy, primary school respondents were more likely to agree compared to secondary school respondents. Respondents from schools with a high percentage of eFSM learners were less likely to agree compared to those with a medium percentage of eFSM learners. Respondents from schools with a high percentage of minority ethnic learners were less likely to agree compared to those from schools with a low percentage of minority ethnic learners.

Regarding curriculum implementation supporting progression in numeracy, primary school respondents were more likely to agree compared to secondary school respondents. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with under 3 years of leadership experience.

For the statement curriculum implementation supporting progression in “Expressive arts”, primary school respondents were more likely to agree compared to secondary school respondents. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with under 3 years of leadership experience. Respondents with 6 to 10 years of experience in education were less likely to agree compared to those with 3 to 5 years or 11 and more years of experience.

For the statement on curriculum implementation supporting progression in “Health and Wellbeing”, special and PRU school respondents were more likely to agree compared to primary school respondents and both of these groups were more likely to agree compared to secondary school respondents. Respondents from the north region were more likely to agree compared to those from the south east and central south regions. Respondents from the mid & west region were more likely to agree compared to those from the south east region. Respondents from schools with a low percentage of learners with ALN were more likely to agree compared to those with a medium percentage of learners with ALN. Respondents with 3 to 5 years of experience in education were more likely to agree compared to those with 31 or more years of experience.

For the statement on curriculum implementation supporting progression in “Humanities”, primary school respondents were more likely to agree compared to secondary school respondents. Respondents from the south east region were less likely to agree compared to those from the north, mid & west and central south regions. Respondents with 6 to 10 years and over 31 years’ experience in education were less likely to agree compared to those with 11 to 30 years’ experience in education. Respondents with 3 to 5 years of experience in education were more likely to agree compared to those with 6 to 10 years or 31 and more

years of experience in education. Respondents with a main role of middle leader were more likely to agree compared to those with a main role of LSW.

For the statement on curriculum implementation supporting progression in “languages, literacy and communication”, primary, special and PRU school respondents were more likely to agree compared to secondary school respondents. Respondents from schools with a low percentage of learners with ALN were more likely to agree compared to those with a medium percentage of learners with ALN. Respondents with 3 to 5 years’ experience in education were more likely to agree compared to those with 6 or more years of experience in education. Those with 31 or more years’ experience in education were less likely to agree compared to those with 11 to 30 years’ experience in education. Respondents with 21 or more years of leadership experience were more likely to agree compared to those with 3 to 20 years of leadership experience. Respondents from the mid & west region were more likely to agree compared to those from the south east region.

For the statement on curriculum implementation supporting progression in “mathematics and numeracy” primary school respondents were more likely to agree compared to secondary school respondents. Respondents from schools with a low percentage of learners with ALN were more likely to agree compared to those with a medium percentage of learners with ALN. Respondents with over 20 years of leadership experience were more likely to agree compared to those with under 20 years of leadership experience. Respondents from the south east region were less likely to agree compared to those from the central south region and those with 31 or more years’ experience in education were less likely to agree compared to those with 0 to 30 years’ experience in education.

For the statement on curriculum implementation supporting progression in “Science and technology”, respondents from schools with a low percentage of eFSM learners were more likely to agree compared to those with a medium percentage of eFSM learners. Respondents from the south east region were less likely to agree compared to those from the north, mid & west and central south regions and those with 31 or more years’ experience in education were less likely to agree compared to those with 6 to 30 years’ experience in education. Respondents with over 20 years of leadership experience were more likely to agree compared to those with 6 to 20 years of leadership experience.

For the statement curriculum implementation supporting progression in “Careers and work-related experiences”, special and PRU school respondents were more likely to agree compared to those from primary or secondary schools. Non-teaching respondents were less likely to agree compared to those with teaching responsibilities and respondents from the south east region were less likely to agree compared to those from the north, mid & west and central south region.

For the statement on curriculum implementation supporting progression in “Diversity”, primary, special and PRU school respondents were more likely to agree compared to those from secondary schools. Respondents from schools with a low percentage of eFSM learners were more likely to agree compared to those from schools with a medium percentage of eFSM learners, Respondents from the south east region were less likely to agree compared to those from the north and central south regions, and those with 6 to 11 years of experience in education were less likely to agree compared to those with 11 to 30

years of experience. Those with 31 or more years' experience in education were less likely to agree compared to those with under 6 years or 11 to 30 years of experience. Non-teaching respondents were less likely to agree compared to those with teaching responsibilities.

For the statement on curriculum implementation supporting progression in "Human rights education", primary, special and PRU school respondents were more likely to agree compared to those from secondary schools. Respondents from the south east region were less likely to agree compared to those from the mid & west and central south regions and those with 31 or more years of experience in education were less likely to agree compared to those with 0 to 30 years of experience. Non-teaching respondents were less likely to agree compared to those with teaching responsibilities.

For the statement on curriculum implementation supporting progression in "Local, National and International contexts", primary school respondents were more likely to agree compared to those from secondary schools. Respondents from schools with a low percentage of learners with ALN were more likely to agree compared to those from schools with a medium or high percentage of learners with ALN. Respondents from schools with a low percentage of minority ethnic learners were more likely to agree compared to those from schools with a medium or high percentage of minority ethnic learners. Respondents from the south east region were less likely to agree compared to those from the north, mid & west and central south regions, and those with 31 or more years of experience in education were less likely to agree compared to those with 3 to 5 or 11 to 30 years of experience. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with under 3 years of leadership experience.

For the statement on curriculum implementation supporting progression in "relationships and sexuality and education", respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools. Respondents from schools with a low percentage of eFSM learners were more likely to agree compared to those from schools with a medium or high percentage of eFSM learners. Respondents from schools with a high percentage of learners with ALN were less likely to agree compared to those from schools with a low percentage of learners with ALN. Respondents from the south east region were less likely to agree compared to those from the north, mid & west and central south regions and those with 31 or more years of experience in education were less likely to agree compared to those with 11 to 30 years of experience.

Pedagogical practice (teachers)

Regarding confidence that teaching practices encourage a sustained effort from learners, respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools. Respondents with a main role of middle leader were more likely to agree compared to those with a main role of teacher or LSW. Respondents from the mid & west regions were more likely to agree compared to those from the central south region. Respondents with over 20 years of leadership experience were more likely to agree compared to those with under 20 years of leadership experience.

Regarding confidence that teaching practices employ a blend of approaches, respondents with over 20 years of leadership experience were more likely to agree compared to those

with under 3 years or 6 to 20 years of leadership experience. Non-teaching respondents were less likely to agree compared to those with teaching responsibilities. Respondents from schools with a high percentage of eFSM learners were less likely to agree compared to those from schools with a low percentage of eFSM learners.

Regarding confidence that teaching practices build upon prior knowledge and experience, respondents from the mid & west region were more likely to agree compared to those from the north and central south regions. Respondents from schools with a low percentage of learners with ALN were more likely to agree compared to those with a medium percentage of learners with ALN. Respondents with over 20 years of leadership experience were more likely to agree compared to those with under 3 years of leadership experience. Respondents with 6 to 10 years of experience in education were less likely to agree compared to those with under 6 and between 11 and 30 years in education. Non-teaching respondents were less likely to agree compared to those with teaching responsibilities.

Regarding confidence that teaching practices engage learner interest, primary school respondents were more likely to agree compared to secondary school respondents. Respondents with a main role of middle leader were more likely to agree compared to those with a main role of teacher. Respondents with over 20 years of leadership experience were more likely to agree compared to those with under 3 years or between 6 and 20 years of leadership experience

Regarding confidence that teaching practices use assessment for learning principles, respondents with over 20 years of leadership experience were more likely to agree compared to those with under 20 years of leadership experience. Respondents with 3 to 5 years of experience in education were more likely to agree compared to those with 6 to 10 years of experience in education.

Regarding confidence that teaching practices encourage learners to take responsibility for their learning, primary school respondents were more likely to agree compared to special school, PRU and secondary school respondents. Respondents with over 20 years of leadership experience were more likely to agree compared to those with under 3 years or between 6 and 20 years of leadership experience. Respondents from schools with a high percentage of eFSM learners were less likely to agree compared to those from schools with a low or medium percentage of eFSM learners.

Regarding confidence that teaching practices encourage learners to make connections within and across areas of learning, primary school respondents were more likely to agree compared to secondary school respondents. Respondents with a main role of middle leader were more likely to agree compared to those with a main role of teacher. Respondents with over 20 years of leadership experience were more likely to agree compared to those with 6 to 20 years of leadership experience.

Regarding confidence that teaching practices support social and emotional development, primary, special and PRU school respondents were more likely to agree compared to secondary school respondents. Respondents with over 20 years of leadership experience were more likely to agree compared to those with under 3 years of leadership experience. Respondents with 3 to 5 years of leadership experience were more likely to agree compared to those with 6 to 20 years of leadership experience. Respondents from the north

and south east regions were less likely to agree compared to those from the mid & west and central south regions. Respondents with 31 or more years of experience in education were less likely to agree compared to those with 11-30 years of experience.

Regarding confidence that teaching practices supporting positive relationships, primary, special and PRU school respondents were more likely to agree compared to secondary school respondents. Respondents with 3 to 5 years of leadership experience were more likely to agree compared to those with under 3 years of leadership experience. Respondents from the south east region were less likely to agree compared to those from the mid & west and central south regions. Respondents with 3 to 5 years of experience in education were more likely to agree compared to those with 6 to 10 or 31 and more years of experience.

Regarding confidence that teaching practices encourage collaboration, primary school respondents were more likely to agree compared to secondary school respondents. Respondents from the south east region were more likely to agree compared to those from the north and central south regions. Respondents with 3 to 5 years' experience in education were more likely to agree compared to those with 6 to 30 years of experience. Respondents with 3 to 5 years of leadership experience were more likely to agree compared to those with 6 to 20 years of leadership experience. Respondents from schools with a high percentage of minority ethnic learners were more likely to agree compared to those from schools with a medium percentage of minority ethnic learners.

Regarding confidence that teaching practices include all learners, primary school respondents were more likely to agree compared to secondary school respondents. Respondents from the south east region were more likely to agree compared to those from the north, mid & west and central south regions. Respondents with a main role of middle leader were more likely to agree compared to those with a main role of LSW. Respondents with 3 to 5 years of experience in education were more likely to agree compared to those with 6 to 10 years of experience. Respondents with 3 to 5 years of leadership experience were more likely to agree compared to those with 6 to 20 years of leadership experience.

Progression and assessment (teachers)

Regarding confidence that assessment practices support the progression of each individual learner, respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools. Respondents with a main role of middle leader were more likely to agree compared to those with a main role of teacher.

Regarding confidence that assessment practices support learners to be active participants in the learning process, primary school respondents were more likely to agree compared to those from secondary schools. Those with a main role of middle leader were more likely to agree compared to those with a main role of teacher. Respondents from schools with a high percentage of learners with ALN were more likely to agree compared to those from schools with a low or medium percentage of learners with ALN. Respondents with 6 to 10 years' experience in education were less likely to agree compared to those with 3 to 5 or 11 or more years' experience in education. Those with 6 to 20 years of leadership experience were less likely to agree compared to those with under 3 years of leadership experience.

Regarding confidence that assessment practices provide meaningful and constructive feedback to learners, respondents with a main role of middle leader were more likely to agree compared to those with a main role of teacher. Non-teaching respondents were less likely to agree compared to those with teaching responsibilities. Respondents with 6 to 10 years' experience in education were less likely to agree compared to those with 11 or more years' experience in education.

Regarding confidence that assessment practices embed assessment within teaching and learning, non-teaching respondents were less likely to agree compared to those with teaching responsibilities. Those with 6 to 20 years of leadership experience were less likely to agree compared to those with under 6 or over 20 years of leadership experience.

Regarding confidence that assessment practices reflect the shared understanding of progression, primary school respondents were more likely to agree compared to those from secondary schools. Those with a main role of middle leader were more likely to agree compared to those with a main role of teacher. Those with 6 to 20 years of leadership experience were less likely to agree compared to those with under 3 years of leadership experience. Respondents with 6 to 10 years of experience in education were less likely to agree compared to those with 31 or more years' experience in education.

Regarding confidence that assessment practices build a picture of learner's development, primary school respondents were more likely to agree compared to those from secondary schools. Respondents with a main role of middle leader were more likely to agree compared to those with a main role of teacher. Those with 6 to 20 years of leadership experience were less likely to agree compared to those with under 3 years of leadership experience.

Regarding using a wide range of approaches to assessment, respondents with 6 to 10 years' experience in education were less likely to agree compared to those with under 6 or between 11 to 30 years' experience in education. Those with 6 to 20 years of leadership experience were less likely to agree compared to those with under 6 or over 20 years of leadership experience.

Regarding parents/carers understand their child's progression, primary school respondents were more likely to agree compared to those from secondary schools. Those with 6 to 20 years of leadership experience were less likely to agree compared to those with under 6 or over 20 years of leadership experience. Respondents from a school with a high percentage of minority ethnic learners were less likely to agree compared to those from a school with a medium percentage of minority ethnic learners.

Enabling Learning (teachers)

For the statement on confidence in "my ability to use developmentally appropriate practice to support learner's progress", primary school respondents were more likely to agree compared to secondary school respondents. Respondents from schools with a low percentage of minority ethnic learners were less likely to agree compared to those from schools with a medium percentage of minority ethnic learners.

For the statement on confidence in “my ability to provide developmentally appropriate learning experiences to support learner's progress”, primary school respondents were more likely to agree compared to secondary school respondents.

For the statement on confidence in “my capacity to notice, analyse and respond to learners' individual needs to support progress”, respondents from schools with a low percentage of learners with ALN were more likely to agree compared to those from schools with a medium percentage of learners with ALN.

For the statement on confidence in “using the outdoor environment as part of my teaching and learning practice”, primary, special and PRU school respondents were more likely to agree compared to secondary school respondents. Respondents from schools with a high percentage of eFSM learners were less likely to agree compared to those from schools with a medium percentage of eFSM learners. Respondents from the mid & west region were more likely to agree compared to those from the north region. Respondents with 3 to 5 years of experience in education were more likely to agree compared to those with 6 to 10 years of experience in education. Respondents with 3 to 5 years of leadership experience were more likely to agree compared to those with 6 to 20 years of leadership experience.

For the statement on confidence in “making the best use of indoor spaces available for teaching and learning”, primary, special and PRU school respondents were more likely to agree compared to secondary school respondents. Respondents with 3 to 5 years of leadership experience were more likely to agree compared to those with under 3 years or between 6 and 20 years of leadership experience. Respondents from the south east region were more likely to agree compared to those from the north region.

Professional enquiry (teachers)

For the statement regarding the extent to which professional enquiry is encouraged, non-teaching respondents were less likely to report encouragement compared to those with teaching responsibilities. Respondents with 3 to 5 years of leadership experience were likely to report less encouragement compared to those with under 3 years of leadership experience. Respondents without curriculum responsibilities were more likely to report encouragement compared to those with curriculum responsibilities. Respondents from schools with a high percentage of minority ethnic learners were more likely to report encouragement compared to those from schools with a medium percentage of minority ethnic learners. Respondents from the mid & west region were more likely to agree compared to those from the north region.

For the statement that professional enquiry “supports investigation into the suitability of pedagogy for specific contexts and learners”, respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with under 3 years or 20 or more years of leadership experience.

For the statement that professional enquiry “supports investigation into the suitability of assessment for specific contexts and learners”, respondents with a main role of middle

leader were more likely to agree compared to those with a main role of teacher. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with under 3 years or 20 or more years of leadership experience.

For the statement that professional enquiry “involves collaboration”, respondents with 3 to 20 years of leadership experience were less likely to agree compared to those with under 3 years of leadership experience.

For the statement that professional enquiry “uses insights from relevant research”, respondents with a main role of middle leader were more likely to agree compared to those with a main role of teacher. Respondents from the north region were less likely to agree compared to those in the mid & west and central south regions. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with under 6 or 20 and more years of leadership experience. Respondents with 3 to 5 years of experience in education were less likely to agree compared to those with 31 or more years’ experience.

For the statement that professional enquiry “explores the causes of problems we face in our practice”, respondents with a main role of LSW were more likely to agree compared to those with a main role of teacher. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with 3 to 5 years of leadership experience.

For the that professional enquiry statement “leads to meaningful improvements in practice”, primary school respondents were more likely to agree compared to secondary school respondents. Respondents with a main role of teacher were less likely to agree compared to those with a main role other than teacher.

Contribution to the curriculum (teachers)

For the statement “makes me feel I have influence”, respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools. Respondents with a main role of middle leader were more likely to agree compared to those with a main role of teacher. Respondents from schools with a low percentage of learners with ALN were more likely to agree compared to those from schools with a medium percentage of learners with ALN. Respondents from schools with a low percentage of minority ethnic learners were more likely to agree compared to those from schools with a medium percentage of minority ethnic learners. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with under 3 years of leadership experience.

For the statement “makes me feel valued”, respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools. Respondents with under 3 years of experience in education were more likely to agree compared to those with 6 to 30 years of experience in education. Respondents from schools with a low percentage of learners with ALN were more likely to agree compared to those from schools with a medium or high percentage of learners with ALN. Respondents from schools with a low percentage of minority ethnic learners were more likely to agree compared to those from schools with a medium percentage of minority ethnic learners. Respondents with over 6 years of leadership experience were less likely to agree compared to those with under 3 years of leadership experience.

For the statement “makes me feel motivated in my work”, respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with under 6 years of leadership experience. Respondents with 6 to 10 years of experience in education were less likely to agree compared to those with under 3 years of experience in education.

For the statement “is supported by positive working relationships”, respondents from primary schools were more likely to agree compared to those from secondary schools.

For the statement “is informed by my own past experiences”, respondents with 6 to 10 years of experience in education were less likely to agree compared to those with 11 to 30 years of experience in education.

For the statement “is supported by the quality of the physical environment I work in”, respondents from primary schools were more likely to agree compared to those from secondary schools. Respondents with under 3 years of experience in education were more likely to agree compared to those with 3 or more years of experience in education. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with under 6 years of leadership experience.

Confidence that learners will progress (teachers)

For the statement on confidence the curriculum “supports our learners to develop in the ways described in the four purposes”, respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools.

For the statement on confidence the curriculum “supports learners equally well to progress, irrespective of their starting point”, respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools. Respondents with a main role of LSW were more likely to agree compared to those with a main role of teacher. Respondents from schools with a low percentage of learners with ALN were more likely to agree compared to those from schools with a medium percentage of learners with ALN. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with under 3 years of leadership experience.

For the statement on confidence the curriculum “supports learners equally well to progress, irrespective of their individual circumstance”, respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools.

For the statement on confidence the curriculum “enables learners from low-income households to progress as fully as their peers”, respondents from special and PRU schools were more likely to agree compared to those from secondary schools. Respondents from schools with a low percentage of minority ethnic learners were more likely to agree compared to those from schools with a medium percentage of minority ethnic learners. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with under 3 years of leadership experience.

For the statement on confidence the curriculum “better meets the needs of all learners”, respondents from primary and special schools and PRUs were more likely to agree

compared to those from secondary schools. Respondents with a main role of LSW were more likely to agree compared to those with a main role of teacher or middle leader. Respondents without curriculum responsibilities were less likely to agree compared to those with curriculum responsibilities. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with under 6 years of leadership experience. Respondents from schools with a low percentage of minority ethnic learners were more likely to agree compared to those with a high percentage of minority ethnic learners.

For the statement on confidence the curriculum “leads to improved learner progression”, respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools. Respondents with a main role of LSW were more likely to agree compared to those with a main role of teacher or middle leader. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with under 6 years of leadership experience. Respondents from schools with a high percentage of learners with ALN were less likely to agree compared to those from schools with a low percentage of learners with ALN.

For the statement on confidence the curriculum “helps learners reach their full potential”, respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools. Respondents with a main role of LSW were more likely to agree compared to those with a main role of teacher. Respondents from schools with a low percentage of minority ethnic learners were more likely to agree compared to those with a medium or high percentage of minority ethnic learners. Respondents from schools with a high percentage of learners with ALN were less likely to agree compared to those from schools with a low percentage of learners with ALN. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with under 3 years of leadership experience.

For the statement on confidence the curriculum “improve overall levels of learner achievement”, respondents from primary and special schools and PRUs were more likely to agree compared to those from secondary schools. Respondents with a main role of LSW were more likely to agree compared to those with a main role of teacher or middle leader. Respondents with 6 to 20 years of leadership experience were less likely to agree compared to those with under 6 years of leadership experience. Respondents from schools with a high percentage of learners with ALN were less likely to agree compared to those from schools with a low percentage of learners with ALN. Respondents from schools with a low percentage of minority ethnic learners were more likely to agree compared to those with a high percentage of minority ethnic learners.

Annex D: Technical information on FA and SEM and additional findings

This annex includes further technical information on the FA and SEM carried out (see Chapter 45). This analysis explored 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). Details of the methodology are set out in Chapter 2.

What is factor analysis?

In FA, the key concept is that many different statements in a survey might be related to the same 'factor', and so how people respond to them will be quite similar. For example, 'wellbeing' of practitioners is an expected short-term and ongoing outcome in ToC. To measure wellbeing, various related questions were asked in the survey (for example, 'my school is a good place to work' and 'I am satisfied with my work life balance'). These questions could reasonably be expected to relate to a 'wellbeing' factor because it is sensible to assume that people who are satisfied with their work-life balance, across a whole group, are generally more likely to have higher levels of wellbeing compared to those who don't.

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, CFA was used due to the ToC already outlining factors (such as wellbeing) that are hypothesized to interact with other factors in a certain way.

Conducting FA will produce correlation coefficients on a -1 to +1 scale. A correlation of +1 would indicate that all respondents gave the exact same response to both questions, -1 that all respondents completely disagreed on both questions and 0 that there is no relationship between responses to the two questions.

There will usually be many different factors measured in a survey, with specific questions being designed to explore attitudes towards these underlying factors. For example, groups of questions in the survey relate to factors such as 'collaboration between settings' or 'knowledge and understanding'. Asking several questions about each factor is good practice as it enables a balanced view of respondents' thoughts on factors such as 'wellbeing', rather than one specific element of 'wellbeing' such as satisfaction with work-life balance.

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, CFA was used due to the ToC already

outlining factors (such as wellbeing) that are hypothesized to interact with other factors in a certain way.

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 “Commitment to curriculum change” which are assumed to explore aspects of this factor such as:

- teachers’ willingness to make changes to their teaching practice
- teachers’ willingness to be an advocate for CfW
- whether they consider CfW to be better than the previous curriculum

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 commitment, knowledge, understanding and capability drew on those used in the questionnaire for [Practitioners’ preparations for the roll-out of the CfW](#). Questions on practitioner wellbeing drew on the [educator wellbeing scale](#) (Cann, Sinnema and others, 2022) with, in some cases questions being replicated, and in other cases adaptations made for use in the context of CfW. Some questions drew on the wording of aspects of the CfW framework, for example the pedagogical principles. The question statements mapped against each factor in our analysis are set out in Annex D.

After mapping the survey statements onto their proposed factors, these were entered into the statistical software R for confirmatory factor analysis (CFA). The models were specified and estimated using the lavaan package (Rosseel, 2012). CFA tests how well the proposed factor structure fits the observed data by estimating how strongly each item relates to its underlying factor. The analysis used maximum likelihood estimation to calculate the factor loadings for each item. Model fit was assessed using standard indices—TLI, CFI, RMSEA, and the model chi-square—which evaluate how closely the model’s predicted relationships between items match the actual relationships observed in the data.

Findings from 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 table below details which question statements loaded onto the factors, along with the strength of their relationship to the factor.

To summarise, the factors that been derived were:

- Curriculum capital
- Wellbeing

- Curriculum leadership efficacy
- Professional learning
- Changes to pedagogy
- Aspects of CfW reflected in practice
- Implementation supportive of progression in aspects of CfW
- Quality of pedagogy and assessment (footnote)
- Robustness of professional enquiry
- Teacher agency

Analysis suggested that some factors present in the model were closely correlated, and hence could work better combined into a single factor.³ Given the very high number of factors in the model, limited exploratory analysis was carried out to investigate which of these pairs of factors being combined improved model fit. The pairs of factors investigated were:

- **Professional learning** and **system conditions**
- **Quality of pedagogy** and **quality of assessment**

In practice, only combining the latter pair, **quality of pedagogy** and **quality of assessment** into a single factor: **quality of pedagogy and assessment** improved the model. As such this combined version of the factor was taken forward for all subsequent analyses presented in this report.

Questions ‘mapped’ to factors

To carry out the factor analysis, questions in the survey were grouped under, or ‘mapped to’, broader factors. Relationships between these factors were then explored in the SEM. The table below shows which survey questions were mapped to which factors.

[3] Reducing the number of factors in an SEM can be beneficial in terms of reducing complexity and improving reliability of the data, particularly with smaller sample sizes.

Table 8. Survey questions mapped to factors

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Curriculum Capital	Q33. To what extent do you agree with the following statements?	Q33.1. I am willing to make changes to my professional practice to realise the aspirations of the Curriculum for Wales.	✓	0.511
Curriculum Capital	Q33. To what extent do you agree with the following statements?	Q33.2. I am always an advocate for the Curriculum for Wales when talking with colleagues.	✓	0.656
Curriculum Capital	Q33. To what extent do you agree with the following statements?	Q33.3. I consider the Curriculum for Wales to be much better than the previous curriculum.	✓	0.643
Curriculum Capital	Q33. To what extent do you agree with the following statements?	Q33.4 Please use the space below to explain your response	N/A	N/A
Curriculum Capital	Q34. To what extent do you agree with the following statements?	Q34.1. The reasons for reforming the curriculum are clear to me.	✓	0.605
Curriculum Capital	Q34. To what extent do you agree with the following statements?	Q34.2. I understand my role in implementing the Curriculum for Wales.	✓	0.726
Curriculum Capital	Q34. To what extent do you agree with the following statements?	Q34.3. I am clear on what has changed in Curriculum for Wales compared to the previous curriculum.	✓	0.681

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Curriculum Capital	Q34. To what extent do you agree with the following statements?	Q34.4. I can explain to others the main elements of the Curriculum for Wales.	✓	0.700
Curriculum Capital	Q35. To what extent do you agree with the following statements?	Q35.1. I understand how I should change my practice in response to the Curriculum for Wales.	✓	0.722
Curriculum Capital	Q35. To what extent do you agree with the following statements?	Q35.2. I understand what my school is required to do to design our own curriculum in accordance with the Curriculum for Wales.	✓	0.701
Curriculum Capital	Q35. To what extent do you agree with the following statements?	Q35.3. I understand what my school is required to do to plan our own assessment arrangements in accordance with the Curriculum for Wales.	✓	0.596
Curriculum Capital	Q36. Thinking about your role in designing and implementing the Curriculum for Wales, to what extent do you agree with the following statements?	Q36.1. I am confident I have the skills I need.	✓	0.658
Curriculum Capital	Q36. Thinking about your role in designing and implementing the Curriculum for Wales, to what extent do you agree with the following statements?	Q36.2. I am confident of my subject knowledge.	✓	0.440

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Curriculum Capital	Q36. Thinking about your role in designing and implementing the Curriculum for Wales, to what extent do you agree with the following statements?	Q36.3. I am confident of my pedagogical knowledge.	✓	0.541
Curriculum Capital	Q36. Thinking about your role in designing and implementing the Curriculum for Wales, to what extent do you agree with the following statements?	Q36.4. I am confident I am able to provide authentic and purposeful experiences for learners.	✓	0.534
Curriculum Capital	Q36. Thinking about your role in designing and implementing the Curriculum for Wales, to what extent do you agree with the following statements?	Q36.5. I am confident supporting learners to make connections between subjects and areas of learning and experience.	✓	0.509
Curriculum Capital	Q36. Thinking about your role in designing and implementing the Curriculum for Wales, to what extent do you agree with the following statements?	Q36.6. I am confident of my own curriculum design expertise.	✓	0.571

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Curriculum Capital	Q36. Thinking about your role in designing and implementing the Curriculum for Wales, to what extent do you agree with the following statements?	Q36.7. I am confident of my own assessment design expertise.	✓	0.534
Curriculum Capital	Q36. Thinking about your role in designing and implementing the Curriculum for Wales, to what extent do you agree with the following statements?	Q36.8. I am confident of my ability to adapt my professional practice.	✓	0.544
Curriculum Capital	Q36. Thinking about your role in designing and implementing the Curriculum for Wales, to what extent do you agree with the following statements?	Q36.9. Please use the space below to explain your response	N/A	N/A

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Curriculum Capital	Q37. Thinking about the work of teachers (including those who assist with teaching) at your school. In designing and implementing the Curriculum for Wales, to what extent do you agree with the following statements? At my school, I am confident teachers...	Q37.1. have the skills they need	✓	0.658
Curriculum Capital	Q37. Thinking about the work of teachers (including those who assist with teaching) at your school. In designing and implementing the Curriculum for Wales, to what extent do you agree with the following statements? At my school, I am confident teachers...	Q37.2. have the subject knowledge they need	✓	0.440

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Curriculum Capital	Q37. Thinking about the work of teachers (including those who assist with teaching) at your school. In designing and implementing the Curriculum for Wales, to what extent do you agree with the following statements? At my school, I am confident teachers...	Q37.3. have the pedagogical knowledge they need	✓	0.541
Curriculum Capital	Q37. Thinking about the work of teachers (including those who assist with teaching) at your school. In designing and implementing the Curriculum for Wales, to what extent do you agree with the following statements? At my school, I am confident teachers...	Q37.4. are able to provide authentic and purposeful experiences for learners	✓	0.534

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Curriculum Capital	Q37. Thinking about the work of teachers (including those who assist with teaching) at your school. In designing and implementing the Curriculum for Wales, to what extent do you agree with the following statements? At my school, I am confident teachers...	Q37.5. can support learners to make connections between subjects and areas of learning and experience	✓	0.509
Curriculum Capital	Q37. Thinking about the work of teachers (including those who assist with teaching) at your school. In designing and implementing the Curriculum for Wales, to what extent do you agree with the following statements? At my school, I am confident teachers...	Q37.6. have the curriculum design expertise they need	✓	0.571

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Curriculum Capital	Q37. Thinking about the work of teachers (including those who assist with teaching) at your school. In designing and implementing the Curriculum for Wales, to what extent do you agree with the following statements? At my school, I am confident teachers...	Q37.7. have the assessment design expertise they need	✓	0.534
Curriculum Capital	Q37. Thinking about the work of teachers (including those who assist with teaching) at your school. In designing and implementing the Curriculum for Wales, to what extent do you agree with the following statements? At my school, I am confident teachers...	Q37.8. have the ability to adapt their professional practice	✓	0.544
Wellbeing	Q38. Thinking about your work at your school, to what extent do you agree with the following statements:	Q38.2. My school is a good place to work.	✓	0.823

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Wellbeing	Q38. Thinking about your work at your school, to what extent do you agree with the following statements:	Q38.3. I am satisfied with my job.	✓	0.799
Wellbeing	Q38. Thinking about your work at your school, to what extent do you agree with the following statements:	Q38.4. I am satisfied with my work life balance.	✓	0.439
Wellbeing	Q38. Thinking about your work at your school, to what extent do you agree with the following statements:	Q38.5. My work as an educator is meaningful.	✓	0.593
Wellbeing	Q38. Thinking about your work at your school, to what extent do you agree with the following statements:	Q38.6. My relationships with learners are rewarding to me.	✓	0.476
Wellbeing	Q38. Thinking about your work at your school, to what extent do you agree with the following statements:	Q38.7. My relationships with colleagues are supportive.	✓	0.658
Wellbeing	Q38. Thinking about your work at your school, to what extent do you agree with the following statements:	Q38.8. I feel I can be myself with colleagues at work.	✓	0.611

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Curriculum leadership efficacy	Q39. Please answer the following in relation to your leadership role in your school: As a leader, how confident do you feel in your ability to...	Q39.1. influence others' commitment to curriculum change?	✓	0.825
Curriculum leadership efficacy	Q39. Please answer the following in relation to your leadership role in your school: As a leader, how confident do you feel in your ability to...	Q39.2. develop others' understanding of how to respond to Curriculum for Wales?	✓	0.860
Curriculum leadership efficacy	Q39. Please answer the following in relation to your leadership role in your school: As a leader, how confident do you feel in your ability to...	Q39.3. support others to develop their teaching and learning?	✓	0.784
Curriculum leadership efficacy	Q39. Please answer the following in relation to your leadership role in your school: As a leader, how confident do you feel in your ability to...	Q39.4. find solutions to challenges in curriculum design and implementation?	✓	0.838

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Curriculum leadership efficacy	Q39. Please answer the following in relation to your leadership role in your school: As a leader, how confident do you feel in your ability to...	Q39.5. lead curriculum discussions that support curriculum improvement?	✓	0.873
Curriculum leadership efficacy	Q39. Please answer the following in relation to your leadership role in your school: As a leader, how confident do you feel in your ability to...	Q39.6. ensure a strategic approach so that curriculum aspirations are met?	✓	0.871
Curriculum leadership efficacy	Q39. Please answer the following in relation to your leadership role in your school: As a leader, how confident do you feel in your ability to...	Q39.7. improve curriculum practices based on robust evaluation?	✓	0.803
Curriculum leadership efficacy	Q39. Please answer the following in relation to your leadership role in your school: As a leader, how confident do you feel in your ability to...	Q39.8. connect people to collaborate on curriculum and assessment design?	✓	0.811

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Collaboration scope	Q40. In designing the curriculum at your school, to what extent has there been collaboration...	Q40.1. between teachers ⓘ	✓	0.366
Collaboration scope	Q40. In designing the curriculum at your school, to what extent has there been collaboration...	Q40.2. with primary schools ⓘ	✓	0.559
Collaboration scope	Q40. In designing the curriculum at your school, to what extent has there been collaboration...	Q40.3. with secondary schools ⓘ	✓	0.388
Collaboration scope	Q40. In designing the curriculum at your school, to what extent has there been collaboration...	Q40.4. with special schools ⓘ	✓	0.342
Collaboration scope	Q40. In designing the curriculum at your school, to what extent has there been collaboration...	Q40.5. with PRUs or other EOTAS providers ⓘ	✓	0.282

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Collaboration scope	Q40. In designing the curriculum at your school, to what extent has there been collaboration...	Q40.6. with nursery settings	✓	0.437
Collaboration scope	Q40. In designing the curriculum at your school, to what extent has there been collaboration...	Q40.7. with governors	✓	0.654
Collaboration scope	Q40. In designing the curriculum at your school, to what extent has there been collaboration...	Q40.8. with learners	✓	0.505
Collaboration scope	Q40. In designing the curriculum at your school, to what extent has there been collaboration...	Q40.9. with parents/carers	✓	0.657
Collaboration scope	Q40. In designing the curriculum at your school, to what extent has there been collaboration...	Q40.10. with Higher Education institutions	✓	0.359
Collaboration scope	Q40. In designing the curriculum at your school, to what extent has there been collaboration...	Q40.11. with businesses or employers	✓	0.438

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Collaboration scope	Q40. In designing the curriculum at your school, to what extent has there been collaboration...	Q40.12. with other organisations/institutions	[Note 11]	[Note 11]
Collaboration involvement Collaboration involvement	Q41. Please answer the question below in relation to teachers and senior leaders at your school: To what extent do you agree with the following statements?	Q41.1. Teachers are consistently involved in discussion/decisions about pedagogy.	[Note 11]	[Note 11]
Collaboration involvement	Q41. Please answer the question below in relation to teachers and senior leaders at your school: To what extent do you agree with the following statements?	Q41.2. Opportunities are provided for teachers to initiate change.	✓	0.795
Collaboration involvement	Q41. Please answer the question below in relation to teachers and senior leaders at your school: To what extent do you agree with the following statements?	Q41.3. Teachers assume shared responsibility and accountability for learner progress.	✓	0.759

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Collaboration involvement	Q41. Please answer the question below in relation to teachers and senior leaders at your school: To what extent do you agree with the following statements?	Q41.4. Teachers are actively involved in maintaining high expectations to increase learner achievement.	✓	0.705
Collaboration involvement	Q41. Please answer the question below in relation to teachers and senior leaders at your school: To what extent do you agree with the following statements?	Q41.5. Leaders at this school consider advice from teachers when making decisions.	✓	0.800
Collaboration involvement	Q41. Please answer the question below in relation to teachers and senior leaders at your school: To what extent do you agree with the following statements?	Q41.6. Leadership is nurtured and distributed among teachers.	✓	0.841
Shared curriculum understanding	Q42. Please answer the question below in relation to teachers, senior leaders and those who assist teaching at your school: Among staff at my school there is a shared understanding of...	Q42.1. learner progression.	✓	0.760

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Shared curriculum understanding	Q42. Please answer the question below in relation to teachers, senior leaders and those who assist teaching at your school: Among staff at my school there is a shared understanding of...	Q42.2. what it means to have an inclusive curriculum.	✓	0.835
Shared curriculum understanding	Q42. Please answer the question below in relation to teachers, senior leaders and those who assist teaching at your school: Among staff at my school there is a shared understanding of...	Q42.3. how our curriculum supports learners to develop in the ways described by the four purposes.	✓	0.858
Professional learning	Q43. To what extent do you agree with the following statements in relation to the professional learning or support available to you in responding to the Curriculum for Wales (CfW)? [Headteacher/SL]	Q43.1 I have access to high-quality professional learning.	✓	0.805

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Professional learning	Q43. To what extent do you agree with the following statements in relation to the professional learning or support available to you in responding to the Curriculum for Wales (CfW)? [Headteacher/SL]	Q43.2 I have been involved in enough professional learning to meet my needs.	✓	0.747
Professional learning	Q43. To what extent do you agree with the following statements in relation to the professional learning or support available to you in responding to the Curriculum for Wales (CfW)? [Headteacher/SL]	Q43.3 The professional learning I have been involved in has all been high-quality, in my view.	[Note 11]	[Note 11]
Professional learning	Q43. To what extent do you agree with the following statements in relation to the professional learning or support available to you in responding to the Curriculum for Wales (CfW)? [Headteacher/SL].	Q43.4 The school-level guidance, support and resources I have used have met my needs.	✓	0.736

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Professional learning	Q43. To what extent do you agree with the following statements in relation to the professional learning or support available to you in responding to the Curriculum for Wales (CfW)? [Headteacher/SL]	Q43.5 Support from education support partners has met my needs. ①	✓	0.771
Professional learning	Q43. To what extent do you agree with the following statements in relation to the professional learning or support available to you in responding to the Curriculum for Wales (CfW)? [Headteacher/SL]	Q43.6 The broader guidance (e.g. on Hwb), support and resources I have used has met my needs. ①	✓	0.727
Professional learning	Q43. To what extent do you agree with the following statements in relation to the professional learning or support available to you in responding to the Curriculum for Wales (CfW)? [Headteacher/SL]	Q43.7 I have access to appropriate support from my school's governing body or PRU's management committee. [Headteacher/SL only]	[Note 11]	[Note 11]

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Professional learning	Q44. To what extent do you agree with the following statements in relation to the professional learning or support available to you in responding to the Curriculum for Wales (CfW)?	Q44.1. I have access to high-quality professional learning.	✓	0.805
Professional learning	Q44. To what extent do you agree with the following statements in relation to the professional learning or support available to you in responding to the Curriculum for Wales (CfW)?	Q44.2. I have taken part in enough professional learning to meet my needs.	✓	0.747
Professional learning	Q44. To what extent do you agree with the following statements in relation to the professional learning or support available to you in responding to the Curriculum for Wales (CfW)?	Q44.3. The professional learning I have been involved in has all been high-quality, in my view.	[Note 11]	[Note 11]

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Professional learning	Q44. To what extent do you agree with the following statements in relation to the professional learning or support available to you in responding to the Curriculum for Wales (CfW)?	Q44.4. The school-level guidance, support and resources I have used have met my needs.	✓	0.736
Professional learning	Q44. To what extent do you agree with the following statements in relation to the professional learning or support available to you in responding to the Curriculum for Wales (CfW)?	Q44.5. Support from education support partners has met my needs. ⓘ	✓	0.771
Professional learning	Q44. To what extent do you agree with the following statements in relation to the professional learning or support available to you in responding to the Curriculum for Wales (CfW)?	Q44.6. The broader guidance (e.g. on Hwb), support and resources I have used has met my needs. ⓘ	✓	0.727

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
System conditions	Q45. To what extent do you agree with the following statements in relation to how the broader education system supports the realisation of the Curriculum for Wales?	Q45.1. The school inspection system aligns with the Curriculum for Wales.	✓	0.546
System conditions	Q45. To what extent do you agree with the following statements in relation to how the broader education system supports the realisation of the Curriculum for Wales?	Q45.2. The approach to developing new qualifications for learners aged 14-16 aligns with Curriculum for Wales.	[Note 11]	[Note 11]
System conditions	Q45. To what extent do you agree with the following statements in relation to how the broader education system supports the realisation of the Curriculum for Wales?	Q45.3. There is sufficient funding allocated to supporting work on the Curriculum for Wales.	✓	0.449

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
System conditions	Q45. To what extent do you agree with the following statements in relation to how the broader education system supports the realisation of the Curriculum for Wales?	Q45.4. There is sufficient time allocated to supporting work on the Curriculum for Wales.	✓	0.536
System conditions	Q45. To what extent do you agree with the following statements in relation to how the broader education system supports the realisation of the Curriculum for Wales?	Q45.5. There is quality leadership across the education system to support the Curriculum for Wales. ⓘ	✓	0.728
System conditions	Q45. To what extent do you agree with the following statements in relation to how the broader education system supports the realisation of the Curriculum for Wales?	Q45.6. The Professional Standards for Teaching, Leadership and Assisting Teaching are supportive of the Curriculum for Wales.	✓	0.730
System conditions	Q45. To what extent do you agree with the following statements in relation to how the broader education system supports the realisation of the Curriculum for Wales?	Q45.7. There is sufficient information available to me to enable effective self-evaluation to support the implementation of Curriculum for Wales. ⓘ	✓	0.810

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Curriculum design robustness	Q46. To what extent has the approach to curriculum design in your school involved...	Q46.1. learning from professional enquiry. ⓘ	✓	0.792
Curriculum design robustness	Q46. To what extent has the approach to curriculum design in your school involved...	Q46.2. using educational research.	✓	0.817
Curriculum design robustness	Q46. To what extent has the approach to curriculum design in your school involved...	Q46.3. sharing evidence and expertise across local or cluster networks.	✓	0.682
Curriculum design robustness	Q46. To what extent has the approach to curriculum design in your school involved...	Q46.4. sharing evidence and expertise across regional or national networks.	✓	0.668

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Curriculum design robustness	Q46. To what extent has the approach to curriculum design in your school involved...	Q46.5. partnering with Further and Higher Education Institutions.	✓	0.548
Changes to pedagogy	Q47. To what extent do you agree with the following statements? Where appropriate, I have made substantial changes to...	Q47.1. my planning	✓	0.629
Changes to pedagogy	Q47. To what extent do you agree with the following statements? Where appropriate, I have made substantial changes to...	Q47.2. the teaching/learning approaches I use	✓	0.713
Changes to pedagogy	Q47. To what extent do you agree with the following statements? Where appropriate, I have made substantial changes to...	Q47.3. the teaching/learning activities I use	✓	0.759

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Changes to pedagogy	Q47. To what extent do you agree with the following statements? Where appropriate, I have made substantial changes to...	Q47.4. the resources I use in my teaching	✓	0.726
Changes to pedagogy	Q47. To what extent do you agree with the following statements? Where appropriate, I have made substantial changes to...	Q47.5. the content/topics/themes of my teaching	✓	0.753
Changes to pedagogy	Q47. To what extent do you agree with the following statements? Where appropriate, I have made substantial changes to...	Q47.6. the focus of learner assessment	✓	0.779
Changes to pedagogy	Q47. To what extent do you agree with the following statements? Where appropriate, I have made substantial changes to...	Q47.7. my approach to learner assessment	✓	0.776

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Changes to pedagogy	Q47. To what extent do you agree with the following statements? Where appropriate, I have made substantial changes to...	Q47.8. how I meet the needs of each individual learner to enable them to make progress at an appropriate pace	✓	0.778
Changes to pedagogy	Q47. To what extent do you agree with the following statements? Where appropriate, I have made substantial changes to...	Q47.9. Please use the space below to explain your response	[Note 11]	[Note 11]
Changes to pedagogy	Q48. To what extent do you agree with the following statements? Teachers at my school have made substantial changes to...[SL/Non-Practitioners]	Q48.1. planning documentation	✓	0.629
Changes to pedagogy	Q48. To what extent do you agree with the following statements? Teachers at my school have made substantial changes to...[SL/Non-Practitioners]	Q48.2. the teaching/learning approaches used	✓	0.713

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Changes to pedagogy	Q48. To what extent do you agree with the following statements? Teachers at my school have made substantial changes to...[SL/Non-Practitioners]	Q48.3. the teaching/learning activities used	✓	0.759
Changes to pedagogy	Q48. To what extent do you agree with the following statements? Teachers at my school have made substantial changes to...[SL/Non-Practitioners]	Q48.4. the resources used in teaching	✓	0.726
Changes to pedagogy	Q48. To what extent do you agree with the following statements? Teachers at my school have made substantial changes to...[SL/Non-Practitioners]	Q48.5. the content/topics/themes taught	✓	0.753
Changes to pedagogy	Q48. To what extent do you agree with the following statements? Teachers at my school have made substantial changes to...[SL/Non-Practitioners]	Q48.6. the focus of learner assessment	✓	0.779

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Changes to pedagogy	Q48. To what extent do you agree with the following statements? Teachers at my school have made substantial changes to...[SL/Non-Practitioners]	Q48.7. the approach to learner assessment	✓	0.776
Changes to pedagogy	Q48. To what extent do you agree with the following statements? Teachers at my school have made substantial changes to...[SL/Non-Practitioners]	Q48.8. how they meet the needs of each individual learner to enable them to make progress at an appropriate pace	✓	0.778
Changes to pedagogy	Q48. To what extent do you agree with the following statements? Teachers at my school have made substantial changes to...[SL/Non-Practitioners]	Q48.9. Please use the space below to explain your response	[Note 11]	[Note 11]
Aspects of CfW reflected in practice	Q49. To what extent do you agree with the following statements? I am confident that my teaching practice reflects the following elements of the curriculum: [Practitioners]	Q49.1. The four purposes	✓	0.811

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Aspects of CfW reflected in practice	Q49. To what extent do you agree with the following statements? I am confident that my teaching practice reflects the following elements of the curriculum: [Practitioners]	Q49.2. The statements of what matters	✓	0.760
Aspects of CfW reflected in practice	Q49. To what extent do you agree with the following statements? I am confident that my teaching practice reflects the following elements of the curriculum: [Practitioners]	Q49.3. The 12 pedagogical principles	✓	0.805
Aspects of CfW reflected in practice	Q49. To what extent do you agree with the following statements? I am confident that my teaching practice reflects the following elements of the curriculum: [Practitioners]	Q49.4. The principles of progression	✓	0.780

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Aspects of CfW reflected in practice	Q49. To what extent do you agree with the following statements? I am confident that my teaching practice reflects the following elements of the curriculum: [Practitioners]	Q49.5. The descriptions of learning	✓	0.761
Aspects of CfW reflected in practice	Q50. To what extent do you agree with the following statements? I am confident that my teaching practice supports learners in developing the following skills: [Practitioners]	Q50.1. Creativity and innovation	✓	0.650
Aspects of CfW reflected in practice	Q50. To what extent do you agree with the following statements? I am confident that my teaching practice supports learners in developing the following skills: [Practitioners]	Q50.2. Critical thinking and problem solving	✓	0.618

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Aspects of CfW reflected in practice	Q50. To what extent do you agree with the following statements? I am confident that my teaching practice supports learners in developing the following skills: [Practitioners]	Q50.3. Personal effectiveness	✓	0.646
Aspects of CfW reflected in practice	Q50. To what extent do you agree with the following statements? I am confident that my teaching practice supports learners in developing the following skills: [Practitioners]	Q50.4. Planning and organising	✓	0.674
Aspects of CfW reflected in practice	Q51. To what extent do you agree or disagree with the following: Teaching practice at my school reflects the following elements of the curriculum: [SL/Non-Practitioners]	Q51.1. The four purposes	✓	0.811

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Aspects of CfW reflected in practice	Q51. To what extent do you agree or disagree with the following: Teaching practice at my school reflects the following elements of the curriculum: [SL/Non-Practitioners]	Q51.2. The statements of what matters	✓	0.760
Aspects of CfW reflected in practice	Q51. To what extent do you agree or disagree with the following: Teaching practice at my school reflects the following elements of the curriculum: [SL/Non-Practitioners]	Q51.3. The 12 pedagogical principles	✓	0.805
Aspects of CfW reflected in practice	Q51. To what extent do you agree or disagree with the following: Teaching practice at my school reflects the following elements of the curriculum: [SL/Non-Practitioners]	Q51.4. Principles of progression	✓	0.780

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Aspects of CfW reflected in practice	Q51. To what extent do you agree or disagree with the following: Teaching practice at my school reflects the following elements of the curriculum: [SL/Non-Practitioners]	Q51.5. The descriptions of learning	✓	0.761
Aspects of CfW reflected in practice	Q52. To what extent do you agree or disagree with the following: I am confident that teaching practice at my school supports learners in developing the following skills... [SL/Non-Practitioners]	Q52.6. Creativity and innovation ⓘ	✓	0.650
Aspects of CfW reflected in practice	Q52. To what extent do you agree or disagree with the following: I am confident that teaching practice at my school supports learners in developing the following skills... [SL/Non-Practitioners]	Q52.7. Critical thinking and problem solving ⓘ	✓	0.618

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Aspects of CfW reflected in practice	Q52. To what extent do you agree or disagree with the following: I am confident that teaching practice at my school supports learners in developing the following skills... [SL/Non-Practitioners]	Q52.8. Personal effectiveness ⓘ	✓	0.646
Aspects of CfW reflected in practice	Q52. To what extent do you agree or disagree with the following: I am confident that teaching practice at my school supports learners in developing the following skills... [SL/Non-Practitioners]	Q52.9. Planning and organising ⓘ	✓	0.674
Realisation supportive of progression in aspects of CfW	Q53. To what extent do you agree or disagree with the following? I am confident that my school's curriculum is being implemented in a way that supports progression in...	Q53.1. English	✓	0.670

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Realisation supportive of progression in aspects of CfW	Q53. To what extent do you agree or disagree with the following? I am confident that my school's curriculum is being implemented in a way that supports progression in...	Q53.2. Religion, Values and Ethics	✓	0.668
Realisation supportive of progression in aspects of CfW	Q53. To what extent do you agree or disagree with the following? I am confident that my school's curriculum is being implemented in a way that supports progression in...	Q53.3. Welsh	✓	0.629
Realisation supportive of progression in aspects of CfW	Q54. I am confident that my school's curriculum is being implemented in a way that supports progression in...	Q54.4. Digital Competence	✓	0.689
Realisation supportive of progression in aspects of CfW	Q54. I am confident that my school's curriculum is being implemented in a way that supports progression in...	Q54.5. Literacy	✓	0.786

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Realisation supportive of progression in aspects of CfW	Q54. I am confident that my school's curriculum is being implemented in a way that supports progression in...	Q54.6. Numeracy	✓	0.716
Realisation supportive of progression in aspects of CfW	Q55. I am confident that my school's curriculum is being implemented in a way that supports progression in...	Q55.1. Expressive Arts	✓	0.736
Realisation supportive of progression in aspects of CfW	Q55. I am confident that my school's curriculum is being implemented in a way that supports progression in...	Q55.2. Health and Wellbeing	✓	0.757
Realisation supportive of progression in aspects of CfW	Q55. I am confident that my school's curriculum is being implemented in a way that supports progression in...	Q55.3. Humanities	✓	0.803

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Realisation supportive of progression in aspects of CfW	Q55. I am confident that my school's curriculum is being implemented in a way that supports progression in...	Q55.4. Languages, Literacy and Communication	✓	0.815
Realisation supportive of progression in aspects of CfW	Q55. I am confident that my school's curriculum is being implemented in a way that supports progression in...	Q55.5. Mathematics and Numeracy	✓	0.784
Realisation supportive of progression in aspects of CfW	Q55. I am confident that my school's curriculum is being implemented in a way that supports progression in...	Q55.6. Science and Technology	✓	0.748
Realisation supportive of progression in aspects of CfW	Q56. I am confident that my school's curriculum is being implemented in a way that supports progression in...	Q56.1. Careers and Work-related Experiences	✓	0.577

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Realisation supportive of progression in aspects of CfW	Q56. I am confident that my school's curriculum is being implemented in a way that supports progression in...	Q56.2. Diversity	✓	0.711
Realisation supportive of progression in aspects of CfW	Q56. I am confident that my school's curriculum is being implemented in a way that supports progression in...	Q56.3. Human Rights Education	✓	0.695
Realisation supportive of progression in aspects of CfW	Q56. I am confident that my school's curriculum is being implemented in a way that supports progression in...	Q56.4. Local, National and International contexts	✓	0.672
Realisation supportive of progression in aspects of CfW	Q56. I am confident that my school's curriculum is being implemented in a way that supports progression in...	Q56.5. Relationships and Sexuality Education	✓	0.663

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Quality of pedagogy and assessment	Q57. To what extent do you agree or disagree with the following? In my teaching, I am confident that my practice...[Practitioners]	Q57.2. encourages sustained effort from learners	✓	0.887
Quality of pedagogy and assessment	Q57. To what extent do you agree or disagree with the following? In my teaching, I am confident that my practice...[Practitioners]	Q57.3. employs a blend of approaches	✓	0.897
Quality of pedagogy and assessment	Q57. To what extent do you agree or disagree with the following? In my teaching, I am confident that my practice...[Practitioners]	Q57.7. builds on prior knowledge and experience	✓	0.911
Quality of pedagogy and assessment	Q57. To what extent do you agree or disagree with the following? In my teaching, I am confident that my practice...[Practitioners]	Q57.8. engages learner interest	✓	0.907

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Quality of pedagogy and assessment	Q57. To what extent do you agree or disagree with the following? In my teaching, I am confident that my practice...[Practitioners]	Q57.9. uses assessment for learning principles	✓	0.887
Quality of pedagogy and assessment	Q57. To what extent do you agree or disagree with the following? In my teaching, I am confident that my practice...[Practitioners]	Q57.10. encourages learners to take more responsibility for their learning	✓	0.829
Quality of pedagogy and assessment	Q57. To what extent do you agree or disagree with the following? In my teaching, I am confident that my practice...[Practitioners]	Q57.11. encourages learners to make connections within and across areas of learning	✓	0.871
Quality of pedagogy and assessment	Q57. To what extent do you agree or disagree with the following? In my teaching, I am confident that my practice...[Practitioners]	Q57.12. supports social and emotional development	✓	0.840

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Quality of pedagogy and assessment	Q57. To what extent do you agree or disagree with the following? In my teaching, I am confident that my practice...[Practitioners]	Q57.13. supports positive relationships	✓	0.905
Quality of pedagogy and assessment	Q57. To what extent do you agree or disagree with the following? In my teaching, I am confident that my practice...[Practitioners]	Q57.14. encourages collaboration	✓	0.905
Quality of pedagogy and assessment	Q57. To what extent do you agree or disagree with the following? In my teaching, I am confident that my practice...[Practitioners]	Q57.15. includes all learners	✓	0.877
Quality of pedagogy and assessment	Q58. To what extent do you agree or disagree with the following? I am confident that teaching practice at my school...[Non-practitioners]	Q58.1. encourages sustained effort from learners	✓	0.887

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Quality of pedagogy and assessment	Q58. To what extent do you agree or disagree with the following? I am confident that teaching practice at my school...[Non-practitioners]	Q58.2. employs a blend of approaches	✓	0.897
Quality of pedagogy and assessment	Q58. To what extent do you agree or disagree with the following? I am confident that teaching practice at my school...[Non-practitioners]	Q58.5. build on prior knowledge and experience	✓	0.911
Quality of pedagogy and assessment	Q58. To what extent do you agree or disagree with the following? I am confident that teaching practice at my school...[Non-practitioners]	Q58.6. engages learner interest	✓	0.907
Quality of pedagogy and assessment	Q58. To what extent do you agree or disagree with the following? I am confident that teaching practice at my school...[Non-practitioners]	Q58.8. uses assessment for learning principles	✓	0.887

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Quality of pedagogy and assessment	Q58. To what extent do you agree or disagree with the following? I am confident that teaching practice at my school...[Non-practitioners]	Q58.9. encourages learners to take responsibility for their learning	✓	0.829
Quality of pedagogy and assessment	Q58. To what extent do you agree or disagree with the following? I am confident that teaching practice at my school...[Non-practitioners]	Q58.10. encourages learners to make connections within and across areas of learning	✓	0.871
Quality of pedagogy and assessment	Q58. To what extent do you agree or disagree with the following? I am confident that teaching practice at my school...[Non-practitioners]	Q58.11. supports social and emotional development	✓	0.840
Quality of pedagogy and assessment	Q58. To what extent do you agree or disagree with the following? I am confident that teaching practice at my school...[Non-practitioners]	Q58.12. supports positive relationships	✓	0.905

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Quality of pedagogy and assessment	Q58. To what extent do you agree or disagree with the following? I am confident that teaching practice at my school...[Non-practitioners]	Q58.13. encourages collaboration	✓	0.905
Quality of pedagogy and assessment	Q58. To what extent do you agree or disagree with the following? I am confident that teaching practice at my school...[Non-practitioners]	Q58.14. includes all learners	✓	0.877
Quality of pedagogy and assessment	Q59. To what extent do you agree or disagree with the following: I am confident that my assessment practice...[Practitioners]	Q59.1. supports the progression of each individual learner	✓	0.844
Quality of pedagogy and assessment	Q59. To what extent do you agree or disagree with the following: I am confident that my assessment practice...[Practitioners]	Q59.2. supports learners to be active participants in the learning process	✓	0.837

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Quality of pedagogy and assessment	Q59. To what extent do you agree or disagree with the following: I am confident that my assessment practice...[Practitioners]	Q59.3. provides meaningful and constructive feedback to learners	✓	0.816
Quality of pedagogy and assessment	Q59. To what extent do you agree or disagree with the following: I am confident that my assessment practice...[Practitioners]	Q59.4. embeds assessment within teaching and learning	✓	0.822
Quality of pedagogy and assessment	Q59. To what extent do you agree or disagree with the following: I am confident that my assessment practice...[Practitioners]	Q59.5. reflects a shared understanding of progression ⓘ	✓	0.797
Quality of pedagogy and assessment	Q59. To what extent do you agree or disagree with the following: I am confident that my assessment practice...[Practitioners]	Q59.6. builds a picture of learners' development	✓	0.815

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Quality of pedagogy and assessment	Q59. To what extent do you agree or disagree with the following: I am confident that my assessment practice...[Practitioners]	Q59.7. uses a wide range of approaches to assessment	✓	0.833
Quality of pedagogy and assessment	Q59. To what extent do you agree or disagree with the following: I am confident that my assessment practice...[Practitioners]	Q59.8. helps parents/carers understand their child's progression	✓	0.792
Quality of pedagogy and assessment	Q60. To what extent do you agree or disagree with the following: I am confident that assessment practice at my school...[Non- Practitioners]	Q60.1. supports the progression of each individual learner	✓	0.844
Quality of pedagogy and assessment	Q60. To what extent do you agree or disagree with the following: I am confident that assessment practice at my school...[Non- Practitioners]	Q60.2. supports learners to be active participants in the learning process	✓	0.837

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Quality of pedagogy and assessment	Q60. To what extent do you agree or disagree with the following: I am confident that assessment practice at my school...[Non- Practitioners]	Q60.3. provides meaningful and constructive feedback to learners	✓	0.816
Quality of pedagogy and assessment	Q60. To what extent do you agree or disagree with the following: I am confident that assessment practice at my school...[Non- Practitioners]	Q60.4. embeds assessment within teaching and learning	✓	0.822
Quality of pedagogy and assessment	Q60. To what extent do you agree or disagree with the following: I am confident that assessment practice at my school...[Non- Practitioners]	Q60.5. reflects a shared understanding of progression ⓘ	✓	0.797
Quality of pedagogy and assessment	Q60. To what extent do you agree or disagree with the following: I am confident that assessment practice at my school...[Non- Practitioners]	Q60.6. builds a picture of learners' development	✓	0.815

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Quality of pedagogy and assessment	Q60. To what extent do you agree or disagree with the following: I am confident that assessment practice at my school...[Non- Practitioners]	Q60.7. uses a wide range of approaches to assessment	✓	0.833
Quality of pedagogy and assessment	Q60. To what extent do you agree or disagree with the following: I am confident that assessment practice at my school...[Non- Practitioners]	Q60.8. helps parents/carers understand their child's progression	✓	0.792
Confidence in enabling learning	Q61. To what extent do you agree or disagree with the following? I am confident in...	Q61.1. my ability to use developmentally appropriate practice to support learner's progress	✓	0.927
Confidence in enabling learning	Q61. To what extent do you agree or disagree with the following? I am confident in...	Q61.2. my ability to provide developmentally appropriate learning experiences to support learner's progress	✓	0.926
Confidence in enabling learning	Q61. To what extent do you agree or disagree with the following? I am confident in...	Q61.3. my capacity to notice, analyse and respond to learners' individual needs to support progress	✓	0.796

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Confidence in enabling learning	Q61. To what extent do you agree or disagree with the following? I am confident in...	Q61.4. using the outdoor environment as part of my teaching and learning practice	✓	0.536
Confidence in enabling learning	Q61. To what extent do you agree or disagree with the following? I am confident in...	Q61.5. making the best use of indoor spaces available for teaching and learning	✓	0.693
Presence of professional enquiry	Q62. Have you been involved in professional enquiry at your school?	Q62. Have you been involved in professional enquiry at your school?	✓	0.556
Presence of professional enquiry	Q63. To what extent is professional enquiry encouraged in your school?	Q63. To what extent is professional enquiry encouraged in your school?	✓	0.948
Robustness of professional enquiry	Q64. To what extent do you agree or disagree with the following? At my school, professional enquiry...	Q64.5. supports investigation into the suitability of pedagogy for specific contexts and learners	✓	0.864
Robustness of professional enquiry	Q64. To what extent do you agree or disagree with the following? At my school, professional enquiry...	Q64.6. supports investigation into the suitability of assessment for specific contexts and learners	✓	0.765

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Robustness of professional enquiry	Q64. To what extent do you agree or disagree with the following? At my school, professional enquiry...	Q64.8. involves collaboration	✓	0.798
Robustness of professional enquiry	Q64. To what extent do you agree or disagree with the following? At my school, professional enquiry...	Q64.9. uses insights from relevant research	✓	0.830
Robustness of professional enquiry	Q64. To what extent do you agree or disagree with the following? At my school, professional enquiry...	Q64.10. explores the causes of problems we face in our practice	✓	0.841
Robustness of professional enquiry	Q64. To what extent do you agree or disagree with the following? At my school, professional enquiry...	Q64.11. leads to meaningful improvements in practice	✓	0.883
Teacher agency	Q65. To what extent do you agree or disagree with the following: My contribution to designing and/or developing the curriculum at my school...	Q65.1 makes me feel I have influence	✓	0.883

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Teacher agency	Q65. To what extent do you agree or disagree with the following: My contribution to designing and/or developing the curriculum at my school...	Q65.2. makes me feel valued	✓	0.928
Teacher agency	Q65. To what extent do you agree or disagree with the following: My contribution to designing and/or developing the curriculum at my school...	Q65.3. makes me feel motivated in my work	✓	0.913
Teacher agency	Q65. To what extent do you agree or disagree with the following: My contribution to designing and/or developing the curriculum at my school...	Q65.4. is informed by my own past experiences	✓	0.751
Teacher agency	Q65. To what extent do you agree or disagree with the following: My contribution to designing and/or developing the curriculum at my school...	Q65.5. is supported by positive working relationships	✓	0.779

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Teacher agency	Q65. To what extent do you agree or disagree with the following: My contribution to designing and/or developing the curriculum at my school...	Q65.6. is supported by the quality of the physical environment I work in	✓	0.583
Confidence in likely success of school's curriculum	Q66. To what extent do you agree or disagree with the following: I am confident that our school's curriculum will...	Q66.1 support our learners to develop in the ways described in the four purposes	✓	0.715
Confidence in likely success of school's curriculum	Q66. To what extent do you agree or disagree with the following: I am confident that our school's curriculum will...	Q66.2. support learners equally well to progress, irrespective of their starting point	✓	0.730
Confidence in likely success of school's curriculum	Q66. To what extent do you agree or disagree with the following: I am confident that our school's curriculum will...	Q66.3. support learners equally well to progress, irrespective of their individual circumstances	✓	0.710
Confidence in likely success of school's curriculum	Q66. To what extent do you agree or disagree with the following: I am confident that our school's curriculum will...	Q66.4. enable learners from low-income households to progress as fully as their peers	✓	0.659

Factor name	Question stem	Question statements	Loaded onto factor?	FA coefficient
Confidence in likely success of school's curriculum	Q67. When comparing with the previous curriculum, I am confident that our school's curriculum will...	Q67.1. better meet the needs of all learners	✓	0.928
Confidence in likely success of school's curriculum	Q67. When comparing with the previous curriculum, I am confident that our school's curriculum will...	Q67.2. lead to improved learner progression	✓	0.939
Confidence in likely success of school's curriculum	Q67. When comparing with the previous curriculum, I am confident that our school's curriculum will...	Q67.3. help learners reach their full potential	✓	0.957
Confidence in likely success of school's curriculum	Q67. When comparing with the previous curriculum, I am confident that our school's curriculum will...	Q67.4. improve overall levels of learner achievement	✓	0.950

[Note 11] These statements were not included in the factor analysis. Reasons for this include the statement being removed as it prevented model convergence and responses to involving open text fields

Structural equation modelling (SEM)

What is 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.

Having established with CFA that the questions under each factor correlated together sufficiently well to explore relationships between the factors, three SEM hypotheses were tested to assess whether the ToC could also describe factors' interactions. These hypotheses were "Putting CfW into practice", "Quality of pedagogy and assessment" and "Developing conditions for sustaining progress", and each was tested via a set of SEM models with minor variations.

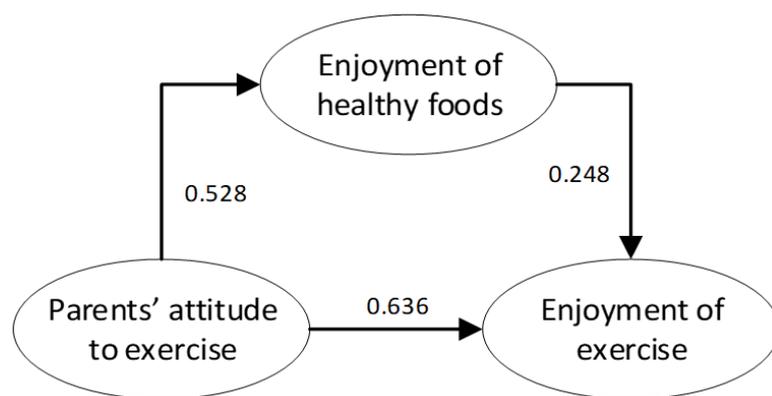
Regression analysis was used to test the strength of relationship between each variable. This process was undertaken for every modelled relationship and is described using a diagram for ease of interpretation in the sections below.

To assist with interpreting the diagrams that follow in this section, a hypothetical example is provided below based on exploring relationships between variables relating to attitudes to exercise and health to illustrate the process. In this example, researchers could be trying to measure the relationship between the factors "enjoyment of healthy foods", "enjoyment of exercise" and "parents' attitude to exercise", each of which has several survey questions designed to explore attitudes towards those underlying concepts. As described above, factor analysis can be used to ascertain the extent to which survey questions are related to a broader factor.

There will often be a hypothesised relationship between these factors. Using the health example, it could be the case that researchers believe that "parents' attitude to exercise" will impact on both "enjoyment of healthy foods" and "enjoyment of exercise", and also that "enjoyment of healthy foods" might itself impact on "enjoyment of exercise". In the case of this survey, the ToC is used as the source of the hypotheses being tested.

Ovals denote factors, arrows the direction of relationships investigated, and the numbers above each arrow the path coefficient.

Figure 64. Example structural equation model diagram



Interpreting SEM analysis

In the example above, there is a moderate correlation between “parents’ attitude to exercise” and “enjoyment of healthy foods”, but only a weak correlation between “enjoyment of healthy foods” and “enjoyment of exercise”. Therefore, the interpretation of this model would be that your parents’ attitude to exercise does relate to how likely you are to enjoy both healthy foods and exercise, but more strongly to the latter. Further to this, people who enjoy healthy food are not necessarily that likely to also enjoy exercise – your parents having a positive attitude towards exercise shows a much stronger relationship to exercise enjoyment.

- To assess whether the hypothesised model tested through the SEM is reflected in the observed data from the survey, pre-established ‘fit indices’ are used. The thresholds that indicate good model fit are: Relative fit indices:^[Footnote 4]
 - Comparative fit index (CFI): at least > 0.9 or ideally > 0.95
 - Tucker-Lewis index (TLI): at least > 0.9 or ideally > 0.95
- Absolute fit indices^[Footnote 5]
 - Root mean squared error of approximation (RMSEA): < 0.05
 - Standardised root mean square residual (SRMR): < 0.08

Each of the above indices were used to test each of the models, meaning four tests were carried out for each model.

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.

[4] Relative fit indices compare a hypothesised model to a baseline model that assumes no relationships among variables.

[5] Absolute fit indices assess how well hypothesised model reproduces the observed data without comparing it to any alternative model.

Structural equation modelling (SEM)

In addition to the hypothesised relationships between components in the ToC, which have been reflected in the factors created, 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, which suggests a relationship between variables, but not necessarily causation. SEM path coefficients of +/- 0-0.5 indicate weak to moderate correlations while coefficients of +/- 0.5-1 indicate moderate to strong correlations. 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 descriptive 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.^[Footnote 6] The intention was to run the models based on complete cases only, rather than using robust information maximum likelihood to handle missing data. However, 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 fit 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.

In relation to the FA and SEM analysis, one of the limitations was that only a confirmatory approach was possible. It is highly likely that better fitting versions of both FA and SEMs exist, with tweaks made to which questions load onto what factors, and the relationships between factors. However, the time and resources available did not enable an exploratory approach to be taken. The analysis shows that the models examined do adequately describe the relationships present in the underlying data, and thus validate the relationships proposed in the ToC that were investigated in these analyses.

[6] Full information maximum likelihood estimation is a statistical method that uses all available data, including data with missing values, to estimate the parameters of a statistical model. Instead of discarding cases with missing data or imputing values, FIML directly includes these cases in the likelihood calculation. This is done by considering the probability of the observed data given the missing data pattern and the model parameters

The complexity of the models was also a potential limitation of the SEM. More complex relationships were posited by the ToC than convention would dictate is generally advisable to investigate with the sample size available. In general there is a rule of thumb for 10 observations (respondents) per parameter in the model; these models have 200 or more parameters and 924 respondents included in the dataset used for analysis. In other words, roughly double or more the sample size would be optimal to fit the posited SEMs. As such, model fit was likely to prove challenging and additional data collection would have been preferable from a statistical point of view, to increase the dataset's size.

Additional SEM findings: 'Developing conditions for sustaining progress'

The "Developing conditions for sustaining progress" models reflected the hypothesis that practitioners' professional learning (an input in the ToC), wellbeing and leadership efficacy (short-term outcomes in the ToC) are related to curriculum capital (a short-term outcome in the ToC) and, in turn, how much this is related to:

- teacher agency (a short-term outcome in the ToC)
- provision of professional enquiry (an activity of practitioners)
- how aspects of CfW are reflected in practice (a medium-term outcome in the ToC)
- support for learners to progress in aspects of CfW (a medium-term outcome in the ToC)
- the quality of pedagogy and assessment (a medium-term outcome in the ToC)
- how much change has been made to accommodate the new CfW (a medium-term outcome in the ToC)

Nine regressions were modelled as part of the SEM, as represented by arrows in the path diagram in Figure 62 in Chapter 45. Each arrow reflects an individual regression; for instance, the top leftmost arrow reflects attempting to predict the level of curriculum capital based on the level of professional learning. The values above each arrow reflect the standardised coefficient for that regression. Red coloured values reflect any regressions that were not statistically noteworthy.

Assessing the fit of the model to the survey data, this model fulfils two of the four criteria. Considering relative fit, the best SEM model for "Developing conditions for sustaining progress" produced a robust CFI of 0.787 and a robust TLI of 0.781 (both below the minimum required threshold of 0.9). However, considering absolute fit, the RMSEA for the model was 0.048 (below the maximum threshold of 0.05). The SRMR for the model was 0.068 (below the maximum threshold of 0.08). Both these values are below the threshold that indicates that the model is well specified, given its complexity. These values indicate the model scores well for absolute fit, suggesting the model explains the data well, but the relative fit scores suggest that when compared to a model that assumes no relationships exist between the factors ("null" model), the improvement is not significant enough to

consider the fitted model a strong fit. This may mean that the model is too simple or the relationships in the data are relatively weak.

As noted in Chapter 45, the findings show that the model fits the data reasonably well and that there were moderate to high correlations between most of the factors. The findings show that:

- the level of curriculum capital is weakly correlated with professional learning and moderately correlated with curriculum leadership efficacy. However, the level of curriculum capital is not correlated with the level of wellbeing
- in turn, curriculum capital is correlated with the level of aspects of CfW being reflected in practice, realisation supportive of progression in aspects of CfW, quality of pedagogy and assessment, changes to pedagogy, robustness of professional enquiry and for teacher agency. The factor correlated most strongly is aspects of CfW reflected in practice, and the weakest are quality of pedagogy and assessment and, to a lesser extent, robustness of professional enquiry

Additional SEM findings: “Putting CfW into practice” and “Quality of pedagogy and assessment”

SEM findings based on the “Putting CfW into practice” and “Quality of pedagogy and assessment” models are presented below. The relationships explored by each model are presented below using the structure of the ToC for the curriculum and assessment reforms.

Summary findings: “Putting CfW into practice” SEM

Having established, with factor analysis, that the concepts that underpin the ToC proposed for the curriculum realisation can be modelled using survey data, SEMs were run to assess whether the theorised relationship between factors bears out in practice.

The findings show that the model does not fit the data well and that.

- the level of **curriculum capital** is moderately correlated with the level of **professional learning** and weakly, by **robustness of professional enquiry**.
- the level of **curriculum leadership efficacy** is weakly correlated with the level of **professional learning** and moderately by **robustness of professional enquiry**.
- in turn, **curriculum capital** and **curriculum leadership efficacy** both moderately predict **teacher agency**.
- the level of **teacher agency** moderately predicts the level of **aspects of CfW being reflected in practice, realisation supportive of progression in aspects of CfW, and changes to pedagogy**.

These findings suggest that:

- robustness of professional enquiry is more closely linked to curriculum leadership efficacy, and professional learning to curriculum capital. If one of these factors is to be improved, this SEM suggests which of professional learning or robustness of professional enquiry could be prioritised.
- teacher agency is correlated with both professional enquiry and learning, mediated through curriculum capital and leadership efficacy. It has similar correlations to both, indicating that all preceding factors are important to prioritise if aiming to improve teacher agency.
- each of the aspects of CfW reflected in practice, realisation supportive of progression in aspects of CfW, and changes to pedagogy are linked moderately with teacher agency. This again suggests that improving teacher agency could potentially support some of these other factors.

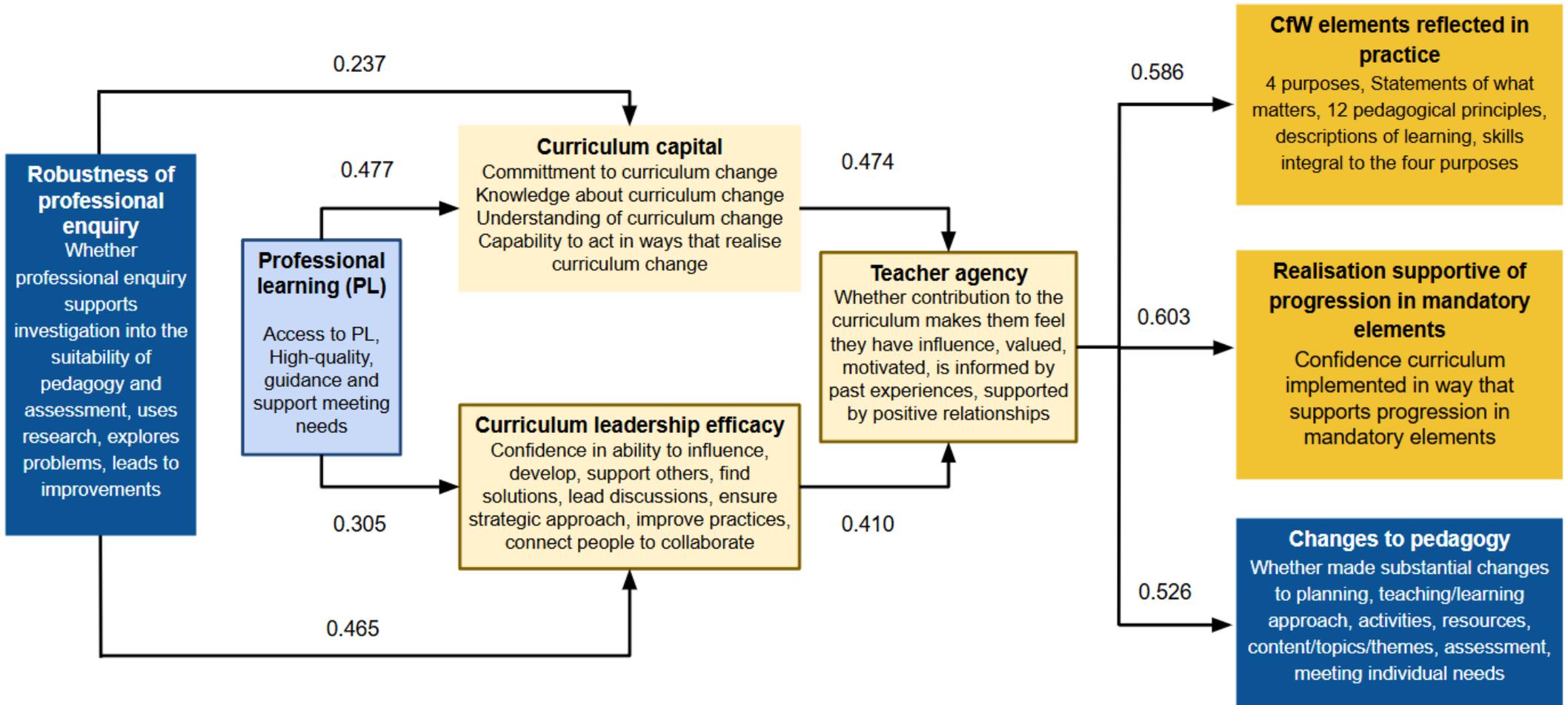
The weak to moderate correlations between factors do not totally invalidate the findings but do indicate that conclusions and subsequent actions should be tentative, and it would be preferred to wait for another round of survey data to increase the sample size before drawing firm conclusions. Overall, the likely causes of poor model fit are that:

- some influences on the factors in the model might be extraneous factors not captured by the survey.
- some relationships present in the data may not be adequately captured by the specific SEM proposed and investigated.
- the model is more complex than the sample size would permit SEMs to investigate.

Detailed findings: “Putting CfW into practice”

Nine regressions were modelled as part of the SEM, as represented by arrows in the path diagram below. Each arrow reflects an individual regression; for instance, the top leftmost arrow reflects attempting to explore the strength of the relationship between curriculum capital and the level of robustness of professional enquiry. The values above each arrow reflect the standardised coefficient for that regression.

Figure 67. “Putting CfW into practice” SEM & standardised coefficients



N = 924

Notably, most path coefficients were small to moderate in size, with standardised coefficients ranging from 0.237 to 0.603.

The level of curriculum capital is weakly correlated with the level of both robustness of professional enquiry (0.237)^[Footnote 7] and moderately correlated with professional learning (0.477). In turn, both factors are also correlated with the level of curriculum leadership efficacy, with coefficients of 0.465 for robustness of professional enquiry and 0.305 for professional learning. The robustness of professional enquiry seems to relate more to curriculum leadership efficacy, and professional learning relates better to curriculum capital.

The level of teacher agency is then moderately correlated with curriculum capital (0.474) and curriculum leadership efficacy (0.410).

Finally, the level of teacher agency predicts the level of aspects of CfW being reflected in practice at 0.586, realisation supportive of progression in aspects of CfW at 0.603, and changes to pedagogy at 0.526. This shows that the level of teacher agency is less strongly correlated with levels of willingness to make changes to pedagogy, though only slightly so than it predicts the other two factors.

However, with these relationships being moderate in coefficient size, there may be other unmodelled relationships at work impacting these factors. This could be one reason model fit is poor.

After the second round of the survey is complete, it would be useful to aggregate the data and revisit these models to confirm whether the sample size is the limiting factor. If not, then this points to the complexity of relationships issue as the cause of poor model fit.

Summary of findings: “Quality of pedagogy and assessment” SEM

Having established, with factor analysis, that the concepts that underpin the ToC proposed for the curriculum and assessment reforms can be modelled using survey data, SEMs were run to assess whether the theorised relationship between factors bears out in practice.

The findings show that the “Quality of pedagogy and assessment” model does not fit the data well. This does not totally invalidate the interpretations below but does indicate that conclusions and subsequent actions should be tentative, and it would be preferable to wait for another round of survey data to increase the sample size before acting upon them.

Overall, the likely causes of poor model fit are:

- Some influences on the factors in the model might be extraneous factors not captured by the survey
- Some relationships present in the data may not be adequately captured by the specific SEM proposed and investigated

[7] Note that this was the sole regression noteworthy at the $P < 0.01$ level; all others were statistically noteworthy at the $P < 0.001$ level.

- The model is more complex than the sample size would permit SEMs to investigate

The findings show that:

- Curriculum capital is weakly correlated with robustness of professional enquiry and moderately correlated with professional learning
- Curriculum leadership efficacy is weakly correlated with professional learning and moderately correlated with robustness of professional enquiry
- Quality of pedagogy and assessment is weakly correlated with both curriculum capital and curriculum leadership efficacy

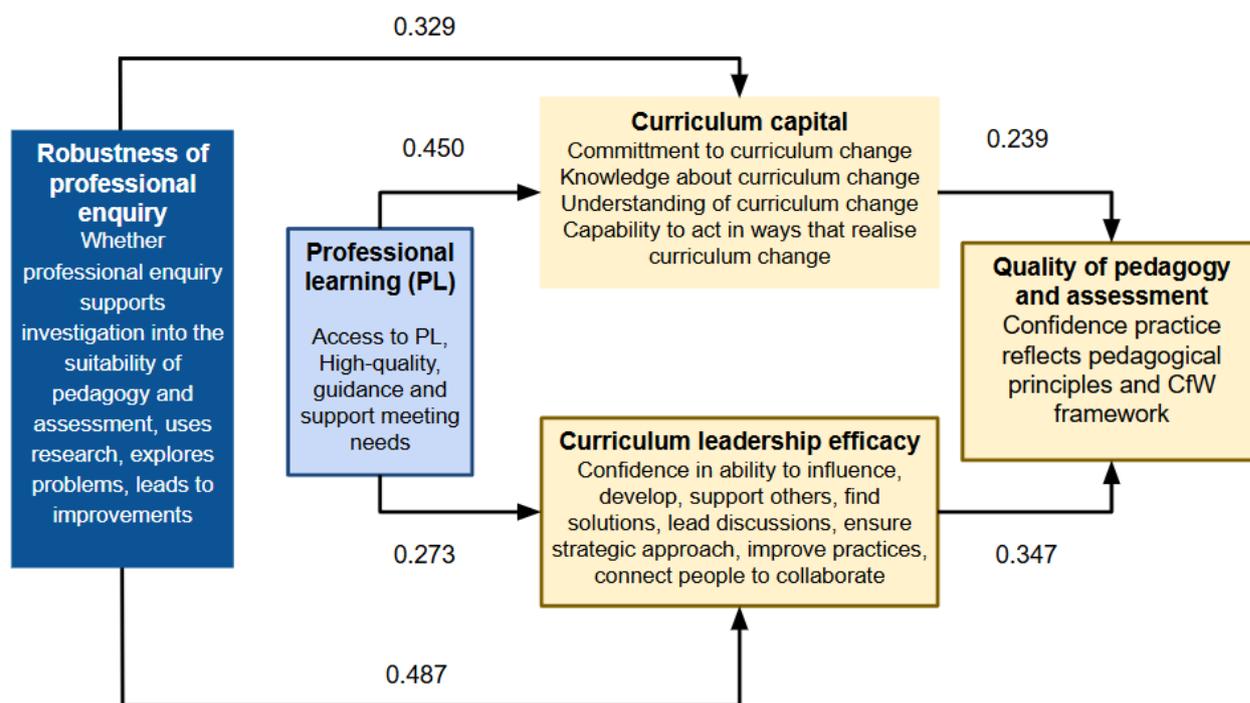
These findings suggest that:

- Robustness of professional enquiry is more closely linked to curriculum leadership efficacy, and professional learning to curriculum capital. If one of these factors is to be promoted or improved, this SEM suggests which of professional learning or robustness of professional enquiry should be prioritised
- Quality of pedagogy and assessment is linked to both professional enquiry and learning, mediated through curriculum capital and leadership efficacy. It is however more closely related to curriculum leadership efficacy, indicating that this factor (and its strongest predictor, robustness of professional enquiry) are slightly more important to prioritise if aiming to improve the quality of pedagogy and assessment
- However, these relationships are generally relatively weak, indicating that other extraneous factors likely have a major impact on the quality of pedagogy and assessment, other than those in the model
- It is interesting to contrast this model to the similar “Putting CfW into practice” model above, which has stronger relationships between the factors and teacher agency than this model does between the same variables and the quality of pedagogy and assessment. This shows that teacher agency is more closely linked to these factors than quality of pedagogy and assessment is and emphasizes that perhaps other factors better predict high-quality pedagogy and assessment

Findings: “Quality of pedagogy and assessment” model

Six regressions were modelled as part of the SEM, as represented by arrows in the path diagram below. Each arrow reflects an individual regression; for instance, the top leftmost arrow reflects attempting to predict the level of **curriculum capital** based on the level of **robustness of professional enquiry**. The values above each arrow reflect the standardised coefficient for that regression.

Figure 68. “Quality of pedagogy and assessment” SEM & standardised coefficients



N = 924

Notably, most path coefficients were only small to moderate in size, with standardised coefficients ranging from 0.273 to 0.487. This shows that the strength of the relationship between factors is not as strong as in the learner and parent SEMs. This could be one reason for the poorer model fit observed here, relative to those models.

The level of curriculum capital is correlated with the level of both robustness of professional enquiry (0.329) and professional learning (0.450). In turn, both factors also correlate with the level of curriculum leadership efficacy, with coefficients of 0.487 for robustness of professional enquiry and 0.273 for professional learning. It is interesting that robustness of professional enquiry seems to relate better to curriculum leadership efficacy, and professional learning relates better to curriculum capital.

The level of quality of pedagogy and assessment is then correlated with curriculum capital (0.239) and more strongly by curriculum leadership efficacy (0.347).

Notably this model is broadly similar to the best fitting ‘Putting CfW into practice’ model discussed in the prior section of the report; only the outcome variables differ. It is therefore interesting to compare the similarity of the coefficients in the common portion of the model, which can be seen in the following table.

Table 9. Comparison of common SEM coefficients

Predictor variable	Outcome variable	Putting CfW into practice	Quality of pedagogy and assessment
Robustness of professional enquiry	Curriculum capital	0.237	0.329
Professional learning	Curriculum capital	0.477	0.450
Robustness of professional enquiry	Curriculum leadership efficacy	0.465	0.487
Professional learning	Curriculum leadership efficacy	0.305	0.273

N = 924

Broadly both SEMs see very similar coefficients in three of four cases, with the top row, robustness of professional enquiry correlated with curriculum capital, the only case where there is a larger difference. However, even here the difference is not larger than 0.1, which is reassuring as it shows both models produce broadly similar outcomes – we would not expect exactly the same with different factors present in the model overall. The relatively consistent coefficients for both models indicate that the results are for each relationship are consistent across different models, which is an indication of the reliability of the results.

However, with the relationships in the ‘Quality of pedagogy and assessment’ SEM being moderate in coefficient size, there may be other unmodelled relationships at work impacting these factors. This could be one reason model fit is inadequate.

To summarise, the possible causes of poor model fit seem most likely to be:

- The relationships modelled may simply not be particularly strong
- Some relationships present in the data may not be adequately captured by the SEM proposed and investigated
- The model is more complex than the sample size would permit SEMs to investigate

After the second round of the senior leader and practitioner survey is complete, it would be useful to aggregate the data and revisit these models to confirm whether the sample size is the limiting factor. If not, then this points to the complexity of relationships issue as the cause of poor model fit.

