Parents Annual Survey
2018
Parents’ awareness and perceptions of Ofsted
Background and method
Method

• The objective of this study was to provide Ofsted with robust and timely evidence from parents to inform the development of the organisation’s strategy and priorities.

• An online survey was developed in conjunction with Ofsted and was carried out amongst parents between 23rd November and 28th November 2018.

• The total number of respondents was 1,111 parents; 1,000 with a school-aged child and 111 with a pre-school-aged child attending childcare.

• The figures have been weighted and are representative of all parents in England by family type, age of family reference person, social grade and region.

• Throughout the report, net figures are shown and they may be slightly different to the raw data shown in charts due to rounding.

• This is the fourth year that this research with parents has been conducted by Ofsted. Any statistically significant changes between waves will be identified with ↑ and ↓.
Key findings
Summary of key measures

<table>
<thead>
<tr>
<th>Statement</th>
<th>% in agreement</th>
<th>Year on year change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ofsted is a valuable source of information about education in your local area</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>Ofsted’s work helps to improve standards of education</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>Ofsted is a valuable source of information about childcare in your local area</td>
<td>66%</td>
<td></td>
</tr>
<tr>
<td>Ofsted provides a reliable measure of a school’s quality</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>Ofsted provides a reliable measure of a childcare provider’s quality</td>
<td>63%</td>
<td></td>
</tr>
</tbody>
</table>
Awareness and perceptions of Ofsted

1. Levels of awareness of Ofsted remain unchanged since 2017, with six in ten (59%) parents knowing a lot or a fair amount about Ofsted.

2. Awareness of Ofsted’s responsibilities remains unchanged. Awareness of Ofsted’s responsibilities to inspect care homes remains the lowest.

3. Three quarters of parents continue to feel Ofsted is a reliable source of information and there has been a drop in parents who feel information from Ofsted is unreliable (19% from 16%).

4. 2018 has seen a significant increase in agreement that Ofsted is a reliable measure of quality for schools and childcare and that Ofsted’s work helps to improve standards of education.

5. 6 in 10 parents feel Ofsted is a trusted judge of standards, and that they are a force for improvement in the education system. Only one third agree that Ofsted acts independently of government.
Ofsted ratings and inspection reports

6. Nine in 10 (89%) parents know the Ofsted rating of their child’s childcare provider or school. Parents of secondary school are significantly less likely to know the rating.

7. It remains that the vast majority (84%) of parents have read an Ofsted report at some point and most (80%) continued to find the report useful.

8. There was concern from some parents that the Ofsted reports didn’t provide an accurate representation of what that school is like, and some felt it was redundant as they would be sending their child to that school anyway.

9. Having a one page summary of key findings or traffic light system and comparisons with other schools are the top two things parents think would make Ofsted reports more useful.

10. Only 17% of parents were aware of the ‘outstanding’ exemption and most were not in agreement with the current policy. Many felt that standards change quickly with 72% feeling they should be inspected the same amount as schools rated ‘good’.
Obtaining and sharing parents’ views

11. Parents require some motivation to provide their views. If they didn’t have strong concerns about the school, they would provide their feedback if the school or if Ofsted asked them to

12. Parents were most in favour of using an Online platform, or an online survey to provide their views. They were least keen on writing public reviews

13. Three quarters were trusting of reviews written by other parents, and felt they would trust these reviews the most if they were presented on an online platform, hosted by Ofsted

14. In fact, parents were equally likely to be happy to share their views (either with name or anonymous) with Ofsted or their child’s school (85%)

15. Nine in 10 parents’ said they would use a review site run by Ofsted. With positive views around contributing, with 40% saying they would write reviews anonymously and a quarter (24%) saying they would publically write reviews
Curriculum

17. Eight in 10 parents feel they have a good or a reasonable understanding of their child’s curriculum and only a quarter feel the school is placing a greater focus on getting good results.

18. Parents are most likely to feel ‘core’ subjects of Maths, English and Science are sufficiently covered in their child’s education. However, four in ten parents or less feel that subjects such as Art, Music, Languages and D&T are sufficiently covered.

19. Whilst 47% feel that the coverage of subjects is the same for their child as the year before but a third (30%) do feel that their children are now receiving more teaching time on a wide range of subjects than the previous school year.
Awareness and perceptions of Ofsted
Levels of awareness of Ofsted remain unchanged, with six in ten (59%) parents knowing a lot or a fair amount about Ofsted.

Only 2% of parents have never heard of Ofsted, but a third (35%) say they know just a little about them.

Parents in a lower social grade (C2DE) are significantly more likely to have not have heard of Ofsted (4%) compared with 1% of ABC1s.

Q4. Which of the following statements best describes your knowledge of Ofsted? (Base: all parents of a child aged 0-18)
Since 2017, there has been a fall in parents recognising Ofsted as responsible for inspecting further education colleges and checking and approving new nurseries/childminders.

Q5. Which of the following activities do you think is Ofsted responsible for? (Please select all that apply) (Base: parents who have heard of Ofsted)
There has been a small fall in parents feeling that information from Ofsted is unreliable whilst perceptions of reliability remains unchanged.
Of those who do feel that information is unreliable, the most cited reasons for this are that the provider is different during Ofsted inspections and that the inspections are too short to be meaningful.

Q21. Why do you think the information Ofsted provides is not reliable? Please select all that apply.

(Base: all parents who feel the information Ofsted provides is not reliable)

- The childcare provider, school or college is different during the inspection
- Inspections are too short to provide a meaningful picture of the childcare provider, school or college
- Inspectors aren’t looking at the right things
- Too much notice is given to the childcare provider, school or college meaning they can prepare for the inspection
- Those undertaking inspection don’t have the right skills or knowledge to give a reliable judgement
- Reports are often quite old and therefore not meaningful
- Other

2017 (n=214) 2018 (n=175)
There has been a significant rise in parents who feel Ofsted is a reliable arbiter of the quality of childcare providers.

Ofsted provides a reliable measure of a childcare provider’s quality

Parents of a child under 18 years old 2016 (n=1158)

- Strongly agree: 12%
- Agree: 47%
- Neither agree nor disagree: 21%
- Disagree: 8%
- Strongly disagree: 4%
- Don’t know: 7%

Parents of a child under 18 years old 2017 (n=1120)

- Strongly agree: 9%
- Agree: 48%
- Neither agree nor disagree: 24%
- Disagree: 9%
- Strongly disagree: 4%
- Don’t know: 6%

Parents of a child under 18 years old 2018 (n=1087)

- Strongly agree: 11%
- Agree: 52%
- Neither agree nor disagree: 21%
- Disagree: 8%
- Strongly disagree: 2%
- Don’t know: 5%

Younger parents (18-34) are significantly more likely to agree than those 35 and over (70% compared with 61%).

Familiarity also leads to favourability with those who are aware of their child’s providers last inspection grade significantly more likely to agree (66% compared with 37%).
Two thirds of parents agree that Ofsted is a valuable source of information about childcare locally

Parents of nursery aged children are significantly more likely to agree than those with older children (79% compared to 64%).

Parents in a relationship are also more likely to be positive about Ofsted being a valuable source of information (68% compared with 60% of single parent families).
Agreement that Ofsted is a valuable source on education remains unchanged since 2015

Ofsted is a valuable source of information about education in your local area

<table>
<thead>
<tr>
<th>Year</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>13%</td>
<td>55%</td>
<td>19%</td>
<td>7%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>2016</td>
<td>17%</td>
<td>52%</td>
<td>17%</td>
<td>7%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>2017</td>
<td>13%</td>
<td>54%</td>
<td>19%</td>
<td>7%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>2018</td>
<td>15%</td>
<td>52%</td>
<td>21%</td>
<td>6%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Those whose children attend state primary schools are significantly more likely to agree than those with children attending state secondary schools (71% compared to 64%).

As before, lone parent families are significantly less likely to agree than those in relationships (64% compared with 70%).

Q23. To what extent do you agree or disagree with the following statements? (Base: parents of a school age child who have heard of Ofsted)
After a fall in 2017, agreement has risen to match parental opinion in 2016 on whether Ofsted provides a reliable measure of a school’s quality.

Confidence in Ofsted is lowest in parents who live in the east of England, and highest amongst those who live in the Midlands (55% compared with 68%).

Agreement is highest among younger parents (18 to 34) and lowest in those aged 35-54 (72% and 63% respectively).

Parents with a child in a free school (77%) are much more likely to agree compared with those parents with a child at an LA maintained (64%) or Academy school (60%).
Agreement in Ofsted’s ability to help improve standards of education has risen since 2017

Ofsted’s work helps to improve standards of education

<table>
<thead>
<tr>
<th>Year</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 (n=1065)</td>
<td>13%</td>
<td>65%</td>
<td>52%</td>
<td>20%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>2016 (n=1050)</td>
<td>17%</td>
<td>65%</td>
<td>48%</td>
<td>18%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>2017 (n=993)</td>
<td>14%</td>
<td>63%</td>
<td>50%</td>
<td>19%</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>2018 (n=978)</td>
<td>17%</td>
<td>67%</td>
<td>51%</td>
<td>20%</td>
<td>7%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Agreement is higher amongst those with a child in primary school compared to those with a child at secondary school (70% v 64%).

Confidence in Ofsted’s ability to improve standards is also significantly higher amongst parents from a BAME background (77% compared with 67% who are white).
Six in ten parents feel Ofsted is a force for improvement and is a reliable and trusted judge of standards - but only 36% agree that Ofsted acts independently from Government

- Agreement in whether Ofsted is a reliable judge of standards is fairly level across different demographics of parents, however it is a little higher in younger parents (68% of 18 to 34 year olds compared with 59% of those aged 35 to 54).
- BAME parents are significantly more likely to agree than parents from a white background that Ofsted is a force for improvement in education (76% compared with 61%).
- Over half (54%) of parents who send their children to private schools agree that Ofsted acts independently of government. Private school parents are also less likely than other parents to answer don’t know here (10% compared to 20%) which may account for a higher level of awareness of how Ofsted works.
Choosing a provider
Talking with other parents and Ofsted reports are the two main sources that parents use when choosing a childcare provider, school or college. Location of the provider and the Ofsted judgement remain the most important factors in choosing a provider.

### Go to information on childcare provider

- **Word of mouth from other parents**: 53% (Parents of children of pre-school age), 47% (Parents of children of school age)
- **Ofsted reports**: 42% (Parents of children of pre-school age), 44% (Parents of children of school age)
- **The childcare provider or school or college website**: 32% (Parents of children of pre-school age), 25% (Parents of children of school age)
- **Past experience**: 11% (Parents of children of pre-school age), 25% (Parents of children of school age)
- **My Local Authority website**: 13% (Parents of children of pre-school age), 19% (Parents of children of school age)
- **Online reviews (e.g. childcare.co.uk or goodcareguide.co.uk)**: 16% (Parents of children of pre-school age), 10% (Parents of children of school age)
- **Other**: 18% (Parents of children of pre-school age), 13% (Parents of children of school age)
- **Not applicable - I didn’t have any other choice of provider**: 1% (Parents of children of pre-school age), 7% (Parents of children of school age)
- **I don’t remember**: 5% (Parents of children of pre-school age), 5% (Parents of children of school age)

### Decisive factor for childcare

- **Proximity of the childcare provider, school or college to your home**: 73% (Base: all parents)
- **Ofsted judgement**: 49% (Base: all parents)
- **Siblings at the childcare provider, school or college**: 10% (Base: all parents)
- **The breadth of the subjects on offer at the school/college**: 11% (Base: all parents)
- **Latest exam or test results**: 3% (Base: all parents)
- **The particular faith based ethos of the childcare provider or school**: 6% (Base: all parents)
- **The childcare provider, school or college reputation for working with SEN children**: 8% (Base: all parents)
- **The specialism of the school**: 5% (Base: all parents)

---

Q1a. When deciding which childcare provider, school or college was right for your child, where did you get your information from? (Please select all that apply)

Q2. Which of the following, if any, were important to you when making your decision? Please select up to 3. Base: all parents (n=1128)
Good teaching and understanding the diverse needs of different children emerge as top priorities for parents

Emerging themes regarding what makes a good provider

- A broad spectrum of opportunities, recognising every child is different. Success in grades and pastoral care.
- A nurturing environment, where each child is treated as an individual. Recognising individual children's strengths and weaknesses and allowing them to reach THEIR maximum potential. Keeping children secure - physically and emotionally. Listening to parents.
- A range of subjects taught by teachers with a good knowledge of, and passion for, their chosen subject. The ability to cater for a wide range of abilities. A place where pupils feel safe and can gain a thirst for learning.

Q3. What elements do you think make a childcare provider, school or college good?
Base: all parents (n=1128)
Ofsted ratings and inspection reports
Overall 89% of all parents are aware of Ofsted’s rating at their last inspection

Parents who do not know the rating at the last inspection are more likely to be:
- Those with children at secondary school
- Those who live in London
- Those that do not have a university degree
- From a lone parent household
In 2018 there has been a drop in parents who use the Ofsted website to first find out school or childcare provider’s rating.

- In a communication from the school: 34% in 2018, 25% in 2015, 19% in 2016, 20% in 2017.
- From the school or college website: 25% in 2018, 13% in 2015, 12% in 2016, 10% in 2017.
- Direct from the head or teacher or principal: 11% in 2018, 8% in 2015, 8% in 2016, 8% in 2017.
- From the local authority or on the LA website: 8% in 2018, 7% in 2015, 7% in 2016, 4% in 2017.

Q7. How did you first find out about which rating your child’s childcare provider, school or college has? (Base: parents of a school age child who are aware of the school Ofsted rating) Note only responses with over 10% shown.
Parents continue to look on either the school or Ofsted website to discover the Ofsted ratings

Q8. How else did you find out about the Ofsted rating? (Please select all that apply)  
(Base: parents of a school age child who found out about the Ofsted rating) Note: Only responses with a value over 10% shown

- From the childcare provider or school or college website: 32%
- From the Ofsted website: 21%
- In a communication from the school: 26%
- From other parents or friends: 25%
- Direct from the head or teacher or principal: 20%
- From the local authority or on the LA website: 18%
- In a communication from your childcare provider: 11%
It remains that 84% of parents have read an Ofsted report at some point.

Close to a fifth of all parents (16%) have never read an Ofsted report. These parents are more likely to:

- Those with children in nursery or early years childcare
- Parents without a university degree (18% compared with 10%)
- Those who live in the North and East of England (19% and 21% respectively)
- Dads (23% compared with 12% of mums)
A fifth of parents (19%) continue to read the whole Ofsted report, whilst close to two fifths read most of it.

Parents most likely to read the whole report:
- Parents of primary aged children (23%)
- Mums (21% compared with 14% of dads)
Parents of a pre-school child are more likely to use an Ofsted report to make a decision about which provider to choose - although this is the most common use of Ofsted reports for all parents.

**Q11. You have read an Ofsted inspection report, what did you use the report for? (Base: parents who have read an Ofsted report)**

- **Make a decision about which school/college/childcare provider to choose in the first instance**
  - Parents of a school aged child 2017 (n=855): 35% 36%
  - Parents of a school aged child 2018 (n=839): 59% 55%

- **For another reason**
  - Parents of a school aged child 2017 (n=855): 17% 18%
  - Parents of a school aged child 2018 (n=839): 22% 15%

- **Consider what further support your child might need, such as tutoring**
  - Parents of a school aged child 2017 (n=105): 7% 6%
  - Parents of a pre-school child 2017 (n=84): 12% 12%
  - Parents of a school aged child 2018 (n=839): 14% 21%

- **Inform decisions about moving your child**
  - Parents of a school aged child 2017 (n=855): 10% 12%
  - Parents of a pre-school child 2017 (n=105): 7% 8%

- **Challenge the school about shortcomings in their provision to your child**
  - Parents of a pre-school child 2017 (n=84): 12% 12%

**Other reasons parents read an Ofsted report:**
- Curiosity/interested
- Check on school improvement/performance
- Research for a job/work related
- Helping out family members
8 in 10 parents of school aged children continue to find the Ofsted report they read useful

<table>
<thead>
<tr>
<th></th>
<th>Useful (%)</th>
<th>Not useful (%)</th>
<th>Not sure (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents of a school age child 2015 (n=874)</td>
<td>80%</td>
<td>17%</td>
<td>2%</td>
</tr>
<tr>
<td>Parents of a school age child 2016 (n=902)</td>
<td>81%</td>
<td>16%</td>
<td>2%</td>
</tr>
<tr>
<td>Parents of a school age child 2017 (n=855)</td>
<td>79%</td>
<td>17%</td>
<td>4%</td>
</tr>
<tr>
<td>Parents of a school age child 2018 (n=839)</td>
<td>79%</td>
<td>18%</td>
<td>3%</td>
</tr>
<tr>
<td>Parents of a pre-school age child 2016 (n=78)</td>
<td>86%</td>
<td>12%</td>
<td>2%</td>
</tr>
<tr>
<td>Parents of a pre-school age child 2017 (n=105)</td>
<td>77%</td>
<td>19%</td>
<td>4%</td>
</tr>
<tr>
<td>Parents of a pre-school age child 2018 (n=84)</td>
<td>87%</td>
<td>12%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Q12. How useful to you was the Ofsted inspection report that you read? (Base: parents who have read an Ofsted report)
Q13. Why was the Ofsted inspection report useful?

**It gave both statistics and also narrative which we were able to use to determine alignment with more qualitative outcomes and allowed us to build an understanding of the feel and ethos of the school in practice.**

- **Allowed me to consider best practice opportunities**

- **It enabled me to ensure that I would be sending my child to the best school for them and to enhance their learning journey the best I could**

- **I am now more aware of how much support my child may need**

- **Because it gives you a clear unbiased view of the school before deciding**

- **It has detailed information about all the areas of the school, and in particular the focus on why the schools I was looking at (rated 'good') were not 'outstanding' which is very helpful to understand any specific shortcomings and whether or not they are likely to impact my child**

- **Why was the Ofsted inspection report useful?**

  - Because it gives you a clear unbiased view of the school before deciding
Why was the Ofsted inspection report not useful?

Although Ofsted inspections keep schools on their toes, I don’t necessarily agree with the way they measure schools and am quite capable of making my own mind up on how well the school is doing given that I have much more contact with the school.

The statements were the same sorts of things that have been spouting for years, such as ‘not challenging more able children’ and I find that there are pre-determined ratings that exist to be disproved.

I was still going to send my child to the school regardless.

Staff change and the quality of education very much depends on the teacher. Great teachers work in failing schools, and bad teachers work in outstanding schools.

I don’t really think that they are that helpful. They give an indication of what is going on but they don’t give real insight into what’s going on in the school.

It didn’t really tell me anything that I didn’t already know.

Q14. Why was the Ofsted inspection report not useful?
**Q17. How could Ofsted improve inspection reports to make them more useful to you? Please select your top 3.**

(Base: all parents of children aged 0-18 years old)

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Pre-school (n=109)</th>
<th>School (n=978)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a one page summary of key findings or traffic light system</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>Have information about what the inspector looked at during the inspection</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Give details on how they compare to other schools locally</td>
<td>26%</td>
<td>29%</td>
</tr>
<tr>
<td>Include views from parents of children who use the provider</td>
<td>23%</td>
<td>32%</td>
</tr>
<tr>
<td>Describe more about what the provider does that makes it unique</td>
<td>18%</td>
<td>26%</td>
</tr>
<tr>
<td>Include more detailed information on what children are learning about</td>
<td>16%</td>
<td>23%</td>
</tr>
<tr>
<td>Include more data such as recent exam or SAT results</td>
<td>7%</td>
<td>14%</td>
</tr>
<tr>
<td>Make the language easier to understand</td>
<td>15%</td>
<td>13%</td>
</tr>
<tr>
<td>Explain what the different ratings mean</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>Length - make them shorter</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>Length - make them longer</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Something else</td>
<td>1%</td>
<td>3%</td>
</tr>
</tbody>
</table>

- Parents of pre-school children are significantly more likely to want Ofsted to include more views from other parents and information on what makes the provider unique.
- C2DE parents are significantly more likely to want the language to be easier to understand (18% compared with 10% of ABC1 parents).
Many parents would like to see more about teacher and student well-being in the Ofsted reports

I would like to see more information about how schools support children with their well-being. It’s very obvious that situations occur at school which children don’t always feel resolved so it would be nice to see how school deal with social situations.

How happy are the staff. This would help me understand how the school is managed and potential staff turnover. I also believe that if staff are happy this will have a positive impact on how my child is taught and how happy they will be in school.

How they deal with children that are more able and show that they are gifted and talented but are being held back because of the curriculum which is set out be the government.

Detailed exam results for children from different class, race and socioeconomic backgrounds. This would allow precise targeting of resources to improve and inform teaching styles ultimately looking for improved exam performance.

To talk about the more arty/sporty/non-curricular specific things that school does to make it unique

More about pastoral care and how the school supports students who need more support or are perhaps having problems at home or in the family. Also how they deal with bullying.

Q18. Please let us know if there was any one topic/section about the childcare provider, school or college that you feel is not covered at all, or in enough detail, in the Ofsted report. We would really appreciate your views. Base: c
For many parents, they are looking for judgement on pastoral care, wellbeing and what creative extras are being offered to the students.

Commuting to and from schools, costs and additional costs requested by schools to support day trips and events.

More interaction with parents is needed to get a more accurate idea of the school.

More detail on pastoral and SEN support. Very high achieving pupils are healed with praise, those failing get attention but there are swathes in the middle that are getting by, but don’t feel supported and are not fulfilling their potential.

The wider life of school, if they give the pupils opportunities to take part in extra curricular activities, outside of school. Sports competitions, craft clubs, language clubs. Anything that strengthens the team spirit between the children.

Gender bias in teaching, looking at other aspects of discrimination. I would like to see particularly primary schools and childcare are settings challenged on the quality and quantity of inclusion of SEN children and complex SEN children.
A large majority think schools rated ‘outstanding’ should be inspected with the same frequency as ‘good’ schools

Frequency that ‘outstanding’ schools should be inspected

- More often than schools rated ‘good’ (10%)
- The same amount as schools rated ‘good’ (72%)
- Less often than schools rated ‘good’ (9%)
- Never - they have already been rated ‘outstanding’ (8%)
- Don’t know (1%)

Awareness of the exemption for ‘outstanding’ schools

Eight in 10 parents were not aware that schools rated as ‘outstanding’ are free from future inspections.

Parents who are educated to degree level or higher are more likely to be aware of the exemption for outstanding schools (21% v 13%)
Most parents raised surprise and concern with the exemption rule

Thoughts on the exemption:

Outstanding schools don’t always stay outstanding

I think that’s concerning, just because they are ‘outstanding’ now, it doesn’t mean things will always be as good as that

Every school should be inspected on a regular basis

I am sure there are reasonable reasons for doing so. Nothing is forever either. The policy can change

School standards are constantly changing and to wait until the issues are already affecting students in the way of falling grades or safeguarding issues denies the parents and pupils the ability to voice any concerns that perhaps have been ignored, and to prevent the decline of standards

I think they should continue to be inspected, say every 7-9 years. It also depends on what would trigger an inspection based on ‘concerns’.

I am former chair of governors & I know a school’s performance can change quickly & dramatically. Outstanding schools should be inspected every 3-4 years
Sharing Views and sources of information
A third (32%) of parents have used the internet to look at a school’s performance or results

Parents with children at private school are significantly more likely to look at their child’s results/reports that those with state school children (55% v 28%)

Parents of primary aged children are significantly more likely than those with secondary aged children to get in touch with parents of other children at the school (31% v 11%)
Parents are most likely to give their feedback on a school if asked or if they had strong concerns about the school. An online survey (with the ability to provide comments) is the most preferred medium for providing feedback. There is also appetite for an online platform for parents to share views.

Parents with a degree level education are significantly more likely to look at their feedback if asked to do so by the school (54% v 39%) or by Ofsted (46% v 35%).

But parents with below degree level education are significantly more likely to want to provide feedback through a simple rating system (32% v 25%).

QSV2. Which, if any, of the following would most motivate you to share your views about your child’s school? (Please choose up to three options) Base: Parents of school children (n=1000) QSV3. If you were to share your views on a school, how would you like to do this? (Please select all that apply)
Three quarters of parents would trust online reviews written by other parents. With reviews being hosted on an Ofsted website most commonly cited as being trusted the most.

Trust levels of online reviews from other parents

- Trust totally: 73%
- Somewhat trust: 12%
- Not trust at all: 10%
- Don’t know: 5%

Platforms trusted for reviews about schools

- An Ofsted website: 45%
- A school's own website: 21%
- A third party website (e.g. mumsnet): 19%
- A local government website: 10%
- A central Government website: 6%

QSV4. To what extent, if at all, would you trust online reviews written by parents about a school? Base: all parents (n=1111)

QSV4a If reviews from parents about a school were to appear on an online site, which, if any, of the following types of website would you trust most? Base: all parents who would trust reviews from parents (n=785)
Over three quarters of parents think it is important to share their views with Ofsted, although direct feedback to the school is more likely to be considered important.

- Those with a degree level education are significantly more likely to think it is important to share with the teachers (90% compared with 85%).
- Those who are aware of their child’s school’s last inspection grade are significantly more likely to think it is important to share their views to all parties.
- BAME parents are significantly more likely than white British parents to see it as important to share your views with other parents (78% compared with 67%).
Parents are equally happy to share their views on an Ofsted run site as they are a school run website. Anonymity is valued when sharing views.

Parents with degree of higher level qualifications are more likely to want to remain anonymous on an Ofsted website (58% v 47%) whilst those with below degree level qualifications are more likely to be happy to have their name associated with their views (40% v 28%).
Almost 9 in 10 parents would use an Ofsted run online review platform, with 64% likely to contribute reviews.

**Attitudes towards an Ofsted online platform for parents views on a school**

- **I would write reviews anonymously and read other parent’s reviews**: 40%
- **I would write reviews publically and read other parent’s reviews**: 24%
- **I would just read reviews**: 15%
- **I would just write reviews**: 1%
- **I would not use a site like this**: 8%
- **Don't know**: 13%

**The most common reason for not wanting to use an Ofsted online platform are worries about the implications of that information for children, teachers and the wider school**

- Worried about the implications for my child: 26%
- Worried about the implications for teachers: 25%
- Worried about the implications on the school: 22%
- I trust word of mouth more than reviews online: 13%
- I do not have an interest in reviews of a school: 13%
- Worried about other parent’s response to my review: 12%
- Worried about a teacher’s response to my review: 11%
- I do not want Ofsted having information about me: 10%
- Worried about the school’s response to my review: 10%
- Worried they would use my data: 9%
Perceptions towards the curriculum
A quarter of parents feel their child’s school places a greater focus on getting good results than the content of their children’s learning

Parents level of understanding of their child’s curriculum

- I have a very good understanding: 22%
- I have a reasonable understanding: 57%
- I don’t know much about the curriculum: 15%
- I know nothing at all about the curriculum: 1%
- Don’t know: 3%

2018 (n=1000)

Parental opinion on the content of their child’s learning

- Places a greater focus on getting good results for children than the content of a child’s learning: 24%
- Places equal focus on both good results and the content of learning: 46%
- Places a greater focus on the content of a child’s learning than getting good results for children: 19%
- Don’t know: 11%

2018 (n=1000)

• Parents with children at Academy or free schools are significantly more likely to think the school places a greater focus on good results than those at maintained schools (27% compared with 21%).
• Parents in the East of England were most likely to think schools place more emphasis on good results over learning (33%).
Many parents acknowledge that there is a contradiction between teacher’s desire to focus on learning, and the greater pressure to get good results.

School are always finding new ways to teach the children the NC, whether it be trips, bringing people from the outside in or sitting in the classroom.

Teaching staffs focus is much more pupil centric but the pressure from academy trust leaders for results is clear.

We have been told that they aim to find something that the children are passionate about...the head explicitly said that [results] are not the main aim for the school.

Their seems to be a good balance between interesting learning methods and getting good results.

Schools seem obsessed with statistics and performance and this sometimes means they try to get all 30 children in the class to the same level which is impossible as they are all different, different learning abilities etc. It feels like they try to fit lots of different shaped pegs into the one round hole set by the curriculum.
For many subjects, only a minority of parents feel they are sufficiently covered in their child’s education

Parents are most likely to feel ‘core’ subjects of Maths, English and Science are sufficiently covered in their child’s education. However, four in ten parents or less feel that subjects such as Art, Music, Languages and D&T are sufficiently covered

<table>
<thead>
<tr>
<th>Subject</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths and ICT</td>
<td>77%</td>
<td>79%</td>
</tr>
<tr>
<td>English</td>
<td>77%</td>
<td>79%</td>
</tr>
<tr>
<td>PE</td>
<td>60%</td>
<td>58%</td>
</tr>
<tr>
<td>Science</td>
<td>58%</td>
<td>54%</td>
</tr>
<tr>
<td>Computing</td>
<td>44%</td>
<td>38%</td>
</tr>
<tr>
<td>PSHE**</td>
<td>43%</td>
<td>42%</td>
</tr>
<tr>
<td>Religious education</td>
<td>43%</td>
<td>42%</td>
</tr>
<tr>
<td>History</td>
<td>39%</td>
<td>39%</td>
</tr>
<tr>
<td>Art and design</td>
<td>38%</td>
<td>38%</td>
</tr>
<tr>
<td>Citizenship**</td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>Geography</td>
<td>32%</td>
<td>38%</td>
</tr>
<tr>
<td>Music</td>
<td>32%</td>
<td>34%</td>
</tr>
<tr>
<td>Languages</td>
<td>30%</td>
<td>38%</td>
</tr>
<tr>
<td>Design and technology</td>
<td>25%</td>
<td>21%</td>
</tr>
</tbody>
</table>

Less than half of parents feel that these subjects are covered sufficiently in their children’s education

Maths and ICT
English
Science
PE
Computing
Religious education
PSHE
History
Geography
Languages
Citizenship
Design and technology
Art and design
Music

Only half of parents of primary aged children feel that science is sufficiently covered in school

Art and design more likely to be covered sufficiently in primary schools than secondary schools - according to parents

Note: **only asked to parents of secondary school students
Parents of KS1 and KS2 children are less likely to feel that science and computing are sufficiently covered.

For the core subjects across all key stages, parents of secondary aged children feel there is little difference in the coverage between key stages 3 and 4.

Parents of primary aged children are significantly less likely to feel the school sufficiently covers languages than those at key stage 3.
Three in ten parents feel that their children have been taught a broader range of subjects this year.

- My child seems to have more teaching time on a wide range of subjects than last year (30%)
- My child seems to have about the same amount of teaching time on a wide range of subjects than last year (42%)
- My child seems to have less teaching time on a wide range of subjects than last year (12%)
- Don’t know (16%)

Parents in London are significantly more likely to feel their child is being taught a broader range of subjects (38%).

Parents of secondary school level children are significantly more likely to feel the teaching is more diverse than last year (34% v 27%).

Those with children in exam years (years 6 and 11) are more likely to feel the teaching is on a smaller range of subjects (19% in year 11 compared with 8% in year 10).