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# **Harnessing Technology: Schools Survey 2008**

Report 2: Data

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National Foundation for Educational Research

September 2008

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## Introduction

This report is one of two volumes that set out the main findings from the Harnessing Technology Schools Survey 2008, a national survey of ICT (information and communications technology) in primary, secondary and special schools. The National Foundation for Educational Research (NFER) carried out the survey on behalf of Becta in December 2007 and January 2008.

Report 1 presents the main findings and analyses from the 2008 Harnessing Technology Schools Survey and discusses some of the implications of these findings.

This document, Report 2, is a companion report to Report 1 and presents the data collected from the survey for those who want to examine the findings in depth, for example in relation to specific areas of technology or policy or by school sector. The findings from every question in each of the three surveys (for school leaders, ICT coordinators and teachers) are set out in tabular form. Report 2 also presents the findings for each question by school sector: by primary, secondary and special school sub-samples.

## 1. Survey respondents

### 1.1 Gender

**Table 1.1 Q1 Gender**

|                  | <b>Response</b> | <b>%</b> |
|------------------|-----------------|----------|
| <b>Primary</b>   | Female          | 79       |
|                  | Male            | 19       |
|                  | No response     | 2        |
|                  | <b>N = 159</b>  |          |
| <b>Secondary</b> | Male            | 65       |
|                  | Female          | 33       |
|                  | No response     | 3        |
|                  | <b>N = 150</b>  |          |
| <b>Special</b>   | Female          | 60       |
|                  | Male            | 37       |
|                  | No response     | 3        |
|                  | <b>N = 193</b>  |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

In the school leadership survey, in primary schools, female respondents outnumbered males by a ratio of around four to one. In special schools, there were also more female than male respondents, but at a ratio of less than two to one. In secondary schools, around twice as many male as female respondents completed the questionnaire.

**Table 1.2 Q1 Gender**

|                | <b>Response</b> | <b>%</b> |
|----------------|-----------------|----------|
| <b>Primary</b> | Female          | 75       |
|                | Male            | 23       |
|                | No response     | 2        |
|                | <b>N = 176</b>  |          |

|                  | <b>Response</b> | <b>%</b> |
|------------------|-----------------|----------|
| <b>Secondary</b> | Male            | 72       |
|                  | Female          | 28       |
|                  | No response     | 0        |
|                  | <b>N = 184</b>  |          |
| <b>Special</b>   | Female          | 57       |
|                  | Male            | 40       |
|                  | No response     | 3        |
|                  | <b>N = 201</b>  |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Primary schools had the highest proportion of female ICT co-ordinators who responded to the survey compared with secondary and special schools. A higher proportion of male ICT co-ordinators responded to the survey in secondary schools than in primary and special schools.

**Table 1.3 Q1 Gender**

|                  | <b>Response</b> | <b>%</b> |
|------------------|-----------------|----------|
| <b>Primary</b>   | Female          | 85       |
|                  | Male            | 12       |
|                  | No response     | 3        |
|                  | <b>N = 419</b>  |          |
| <b>Secondary</b> | Female          | 51       |
|                  | Male            | 46       |
|                  | No response     | 3        |
|                  | <b>N = 793</b>  |          |
| <b>Special</b>   | Female          | 68       |
|                  | Male            | 28       |
|                  | No response     | 3        |
|                  | <b>N = 466</b>  |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Almost four-fifths of respondents who completed the teacher survey in primary schools were female. In special schools, the ratio of male to female respondents was one to three, while in secondary schools, numbers of male and female teachers were fairly equal, with only slightly more female teachers than male teachers responding to the questionnaire.

## 1.2 Years of experience

**Table 1.4 Q2 Years of experience in education**

|                  | <b>Response</b> | <b>%</b> |
|------------------|-----------------|----------|
| <b>Primary</b>   | 20+ years       | 53       |
|                  | 11–20 years     | 30       |
|                  | 6–10 years      | 13       |
|                  | 0–5 years       | 3        |
|                  | No response     | 1        |
|                  | <b>N = 159</b>  |          |
| <b>Secondary</b> | 20+ years       | 60       |
|                  | 11–20 years     | 31       |
|                  | 6–10 years      | 4        |
|                  | 0–5 years       | 4        |
|                  | No response     | 1        |
|                  | <b>N = 150</b>  |          |
| <b>Special</b>   | 20+ years       | 70       |
|                  | 11–20 years     | 21       |
|                  | 6–10 years      | 7        |
|                  | 0–5 years       | 1        |
|                  | No response     | 1        |
|                  | <b>N = 193</b>  |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

Regarding the years of experience in education of senior leaders who completed the survey, there was a similar distribution of professional experience across the school sectors. Special schools had the largest proportion, 71 per cent, of leaders in the most experienced category (more than 20 years), followed by secondary schools (60 per cent of leaders) and primary schools (54 per cent of leaders).

**Table 1.5 Q2 How many years of professional experience in education do you have?**

|                  | <b>Response</b> | <b>%</b> |
|------------------|-----------------|----------|
| <b>Primary</b>   | 6–10 years      | 27       |
|                  | 11–20 years     | 27       |
|                  | 20+ years       | 26       |
|                  | 0–5 years       | 21       |
|                  | No response     | 1        |
| <b>Secondary</b> | <b>N = 176</b>  |          |
|                  | 11–20 years     | 28       |
|                  | 20+ years       | 27       |
|                  | 0–5 years       | 23       |
|                  | 6–10 years      | 22       |
|                  | No response     | 1        |
|                  | <b>N = 184</b>  |          |
| <b>Special</b>   | 20+ years       | 42       |
|                  | 11–20 years     | 24       |
|                  | 6–10 years      | 17       |
|                  | 0–5 years       | 15       |
|                  | No response     | 2        |
|                  | <b>N = 201</b>  |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

ICT co-ordinators who responded to the survey from primary and secondary schools were fairly evenly distributed in terms of number of years of professional experience, with a slightly greater proportion indicating they had over 10 years' experience. This was similarly the case in special schools, although a greater proportion of respondents had more than 20 years' experience than did respondents in primary and secondary schools.

**Table 1.6 Q2 How many years of professional experience in education do you have?**

|                  | <b>Response</b> | <b>%</b> |
|------------------|-----------------|----------|
| <b>Primary</b>   | 6–10 years      | 28       |
|                  | 20+ years       | 25       |
|                  | 0–5 years       | 22       |
|                  | 11–20 years     | 22       |
|                  | No response     | 2        |
|                  | <b>N = 419</b>  |          |
| <b>Secondary</b> | 20+ years       | 34       |
|                  | 11–20 years     | 28       |
|                  | 6–10 years      | 24       |
|                  | 0–5 years       | 12       |
|                  | No response     | 2        |
|                  | <b>N = 793</b>  |          |
| <b>Special</b>   | 20+ years       | 40       |
|                  | 11–20 years     | 25       |
|                  | 6–10 years      | 20       |
|                  | 0–5 years       | 12       |
|                  | No response     | 2        |
|                  | <b>N = 466</b>  |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

In the primary school sample, slightly more teachers who responded to the survey reported that they had between six and 10 years of experience than other numbers of years of experience. In secondary and in special schools, the greatest proportion of teachers reported that they had over 20 years of experience, while the proportion of teachers reporting that they had up to five years of experience was smaller among secondary and special school respondents.

### 1.3 Role

**Table 1.7 Q3 Current role in school**

|                  | <b>Response</b>       | <b>%</b> |
|------------------|-----------------------|----------|
| <b>Primary</b>   | Headteacher           | 58       |
|                  | Deputy headteacher    | 16       |
|                  | ICT co-ordinator      | 7        |
|                  | Assistant headteacher | 6        |
|                  | ICT subject leader    | 3        |
|                  | Bursar                | 1        |
|                  | ICT manager           | 1        |
|                  | Head of ICT           | 0        |
|                  | Other                 | 4        |
|                  | No response           | 5        |
|                  | <b>N = 159</b>        |          |
| <b>Secondary</b> | Assistant headteacher | 41       |
|                  | Headteacher           | 23       |
|                  | Deputy headteacher    | 21       |
|                  | ICT co-ordinator      | 3        |
|                  | Head of ICT           | 3        |
|                  | Bursar                | 2        |
|                  | ICT subject leader    | 1        |
|                  | ICT manager           | 1        |
|                  | Other                 | 2        |
|                  | No response           | 3        |
|                  | <b>N = 150</b>        |          |
| <b>Special</b>   | Headteacher           | 47       |
|                  | Deputy headteacher    | 24       |
|                  | Assistant headteacher | 14       |
|                  | ICT co-ordinator      | 5        |
|                  | Bursar                | 1        |
|                  | ICT subject leader    | 1        |

|  | <b>Response</b> | <b>%</b> |
|--|-----------------|----------|
|  | Head of ICT     | 1        |
|  | ICT manager     | 1        |
|  | Other           | 5        |
|  | No response     | 2        |
|  | <b>N = 193</b>  |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

**Table 1.8 Q3 Which of these best describes your role in school?**

|                  | <b>Response</b>       | <b>%</b>       |
|------------------|-----------------------|----------------|
| <b>Primary</b>   | ICT co-ordinator      | 64             |
|                  | ICT subject leader    | 21             |
|                  | Headteacher           | 9              |
|                  | Deputy headteacher    | 7              |
|                  | ICT manager           | 5              |
|                  | Assistant headteacher | 2              |
|                  | ICT adviser           | 2              |
|                  | Head of ICT           | 1              |
|                  | Bursar                | 0              |
|                  | Other                 | 5              |
|                  | No response           | 1              |
|                  |                       | <b>N = 176</b> |
| <b>Secondary</b> | ICT co-ordinator      | 25             |
|                  | Head of ICT           | 29             |
|                  | ICT manager           | 25             |
|                  | ICT subject leader    | 11             |
|                  | Assistant headteacher | 8              |
|                  | Deputy headteacher    | 3              |
|                  | ICT adviser           | 1              |
|                  | Bursar                | 0              |
|                  | Headteacher           | 0              |

|                | <b>Response</b>       | <b>%</b> |
|----------------|-----------------------|----------|
|                | Other                 | 4        |
|                | No response           | 1        |
|                | <b>N = 184</b>        |          |
| <b>Special</b> | ICT co-ordinator      | 54       |
|                | ICT subject leader    | 13       |
|                | Deputy headteacher    | 12       |
|                | ICT manager           | 10       |
|                | Head of ICT           | 6        |
|                | Assistant headteacher | 6        |
|                | Headteacher           | 3        |
|                | Bursar                | 1        |
|                | ICT adviser           | 1        |
|                | Other                 | 7        |
|                | No response           | 2        |
|                | <b>N = 201</b>        |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

**Table 1.9 Q5 Which of these best describes your current role in school?**

|                  | <b>Response</b>      | <b>%</b> |
|------------------|----------------------|----------|
| <b>Primary</b>   | Subject co-ordinator | 42       |
|                  | Class teacher        | 39       |
|                  | Department head      | 4        |
|                  | SENCO                | 2        |
|                  | Other                | 11       |
|                  | No response          | 3        |
|                  | <b>N = 419</b>       |          |
| <b>Secondary</b> | Department head      | 76       |
|                  | Subject co-ordinator | 10       |
|                  | Class teacher        | 7        |
|                  | SENCO                | 0        |

|                | <b>Response</b>      | <b>%</b> |
|----------------|----------------------|----------|
|                | Other                | 6        |
|                | No response          | 1        |
|                | <b>N = 793</b>       |          |
| <b>Special</b> | Subject co-ordinator | 38       |
|                | Class teacher        | 34       |
|                | Department head      | 16       |
|                | SENCO                | 1        |
|                | Other                | 10       |
|                | No response          | 1        |
|                | <b>N = 466</b>       |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

**Table 1.10 Q3 What subject do you primarily teach/are you primarily responsible for?**

|                  | <b>Response</b>       | <b>%</b> |
|------------------|-----------------------|----------|
| <b>Primary</b>   | English               | 26       |
|                  | Maths                 | 21       |
|                  | Science               | 21       |
|                  | Multiple subjects     | 19       |
|                  | PE                    | 2        |
|                  | History               | 1        |
|                  | Design and technology | 1        |
|                  | No response           | 8        |
|                  | <b>N = 419</b>        |          |
| <b>Secondary</b> | Maths                 | 17       |
|                  | English               | 16       |
|                  | Design and technology | 16       |
|                  | Science               | 15       |
|                  | History               | 14       |
|                  | PE                    | 13       |

|                | <b>Response</b>       | <b>%</b> |
|----------------|-----------------------|----------|
|                | Multiple subjects     | 1        |
|                | No response           | 9        |
|                | <b>N = 793</b>        |          |
| <b>Special</b> | Maths                 | 24       |
|                | English               | 23       |
|                | Science               | 21       |
|                | Multiple subjects     | 15       |
|                | Design and technology | 3        |
|                | PE                    | 1        |
|                | History               | 1        |
|                | No response           | 12       |
|                | <b>N = 466</b>        |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Schools were advised to circulate questionnaires to teachers within the core subjects of English, mathematics and science. Secondary schools were also asked to circulate questionnaires to teachers of design and technology, PE and history. The above distribution, therefore, reflects this guidance.

**Table 1.11 Q4 Which key stage(s) do you teach?**

|                  | <b>Response</b>  | <b>%</b> |
|------------------|------------------|----------|
| <b>Primary</b>   | Key Stage 2      | 50       |
|                  | Key Stage 1      | 46       |
|                  | Foundation Stage | 21       |
|                  | Key Stage 3      | 0        |
|                  | Key Stage 4      | 0        |
|                  | Post-16          | 0        |
|                  | No response      | 2        |
|                  | <b>N = 419</b>   |          |
| <b>Secondary</b> | Key Stage 3      | 96       |
|                  | Key Stage 4      | 89       |
|                  | Post-16          | 45       |

|                | <b>Response</b>  | <b>%</b> |
|----------------|------------------|----------|
|                | Key Stage 2      | 9        |
|                | Foundation Stage | 0        |
|                | Key Stage 1      | 0        |
|                | No response      | 1        |
|                | <b>N = 793</b>   |          |
| <b>Special</b> | Key Stage 3      | 57       |
|                | Key Stage 4      | 54       |
|                | Key Stage 2      | 36       |
|                | Key Stage 1      | 21       |
|                | Post-16          | 15       |
|                | Foundation Stage | 12       |
|                | No response      | 2        |
|                | <b>N = 466</b>   |          |

More than one answer could be given, so percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Just over one-fifth of respondents in primary schools reported teaching Foundation Stage.

In secondary schools, a very high proportion of respondents reported teaching Key Stage 3, while just under half of respondents taught the post-16 year group.

In special schools, the largest proportion of respondents reported teaching at secondary level, in particular at Key Stage 3.

Primary and special school teachers most often reported their current roles as subject co-ordinator or class teacher, whereas just over three-quarters of secondary school teachers said they were department heads.

## 2. Technological infrastructure

### 2.1 ICT equipment

**Table 2.1 Q4 Please indicate how many of the following types of ICT equipment are available at your school for teaching and learning (differentiate availability for pupils and teachers)**

|         | Response                            |        | Desktop computers | Laptops | Interactive whiteboards | Handheld computers | Data loggers | Tablet PCs |
|---------|-------------------------------------|--------|-------------------|---------|-------------------------|--------------------|--------------|------------|
| Primary | Pupils                              | Mean   | 27                | 20      | 9                       | 7                  | 4            | 3          |
|         |                                     | Median | 25                | 12      | 8                       | 7                  | 2            | 2          |
|         |                                     | Min    | 1                 | 1       | 1                       | 1                  | 1            | 1          |
|         |                                     | Max    | 75                | 180     | 94                      | 15                 | 30           | 16         |
|         |                                     | N      | 162               | 98      | 135                     | 6                  | 68           | 14         |
|         | Teachers and teaching support staff | Mean   | 15                | 12      | 9                       | 4                  | 4            | 3          |
|         |                                     | Median | 9                 | 10      | 8                       | 2                  | 2            | 2          |
|         |                                     | Min    | 1                 | 1       | 1                       | 1                  | 1            | 1          |
|         |                                     | Max    | 75                | 150     | 80                      | 15                 | 24           | 16         |
|         |                                     | N      | 124               | 164     | 110                     | 13                 | 41           | 17         |

|           | Response                            |        | Desktop computers | Laptops | Interactive whiteboards | Handheld computers | Data loggers | Tablet PCs |
|-----------|-------------------------------------|--------|-------------------|---------|-------------------------|--------------------|--------------|------------|
| Secondary | Pupils                              | Mean   | 246               | 49      | 24                      | 48                 | 12           | 12         |
|           |                                     | Median | 223               | 32      | 20                      | 10                 | 10           | 10         |
|           |                                     | Min    | 35                | 1       | 1                       | 1                  | 1            | 1          |
|           |                                     | Max    | 620               | 552     | 80                      | 550                | 60           | 43         |
|           |                                     | N      | 171               | 144     | 95                      | 17                 | 101          | 19         |
|           | Teachers and teaching support staff | Mean   | 87                | 61      | 28                      | 8                  | 8            | 6          |
|           |                                     | Median | 50                | 60      | 24                      | 5                  | 5            | 2          |
|           |                                     | Min    | 4                 | 2       | 2                       | 1                  | 1            | 1          |
|           |                                     | Max    | 800               | 200     | 84                      | 100                | 30           | 49         |
|           |                                     | N      | 162               | 169     | 122                     | 63                 | 41           | 40         |
| Special   | Pupils                              | Mean   | 33                | 9       | 9                       | 28                 | 3            | 6          |
|           |                                     | Median | 26                | 6       | 8                       | 3                  | 2            | 3          |
|           |                                     | Min    | 4                 | 1       | 1                       | 1                  | 1            | 1          |
|           |                                     | Max    | 260               | 54      | 28                      | 340                | 20           | 16         |
|           |                                     | N      | 185               | 119     | 157                     | 14                 | 51           | 13         |
|           | Teachers and teaching support staff | Mean   | 19                | 16      | 9                       | 5                  | 4            | 3          |
|           |                                     | Median | 10                | 14      | 8                       | 2                  | 1            | 2          |
|           |                                     | Min    | 1                 | 1       | 1                       | 1                  | 1            | 1          |

|  | <b>Response</b> |            | <b>Desktop computers</b> | <b>Laptops</b> | <b>Interactive whiteboards</b> | <b>Handheld computers</b> | <b>Data loggers</b> | <b>Tablet PCs</b> |
|--|-----------------|------------|--------------------------|----------------|--------------------------------|---------------------------|---------------------|-------------------|
|  |                 | <b>Max</b> | 200                      | 85             | 28                             | 45                        | 30                  | 16                |
|  |                 | <b>N</b>   | 154                      | 182            | 104                            | 29                        | 28                  | 20                |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

**Table 2.1a Numbers of pupils to laptops, desktops and computers (ie desktops plus laptops) in each school<sup>1</sup>**

|                  |                | <b>Pupils to desktops</b> | <b>Pupils to laptops</b> | <b>Pupils to computers</b> |
|------------------|----------------|---------------------------|--------------------------|----------------------------|
| <b>Primary</b>   | Mean           | 13.9                      | 31.8                     | 6.3                        |
|                  | Std deviation  | 37.8                      | 61.3                     | 3.0                        |
|                  | Min            | 1.9                       | 0                        | 7                          |
|                  | Max            | 419.0                     | 447.0                    | 26.5                       |
|                  | <b>N = 128</b> |                           |                          |                            |
| <b>Secondary</b> | Mean           | 4.3                       | 61.4                     | 3.6                        |
|                  | Std deviation  | 1.7                       | 129.1                    | 1.3                        |
|                  | Min            | 1.3                       | .0                       | 1.0                        |
|                  | Max            | 11.3                      | 1344.0                   | 8.1                        |
|                  | <b>N = 154</b> |                           |                          |                            |
| <b>Special</b>   | Mean           | 3.2                       | 16.5                     | 2.6                        |
|                  | Std deviation  | 1.8                       | 22.5                     | 1.4                        |
|                  | Min            | 2                         | 0                        | 1                          |
|                  | Max            | 10.9                      | 137.0                    | 8.3                        |
|                  | <b>N = 146</b> |                           |                          |                            |

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

In primary schools, there were an average (mean) of 6.3 pupils to every computer (desktops and laptops). In secondary schools this number was slightly lower, with an average of 3.6 pupils to one computer, and in special schools it was lower still, with an average of 2.6 pupils to every computer.

<sup>1</sup> Computer-to-pupil ratios have been produced by calculating the computer-to-pupil ratio for each school and then calculating the (mean) average. Only schools that provided data for both the numbers of laptops and desktops have been included in the calculation.

**Table 2.2 Q6 Which operating systems (OS) are installed on the majority of your client devices (computers)?**

|                  | <b>Response</b> | <b>%</b> |
|------------------|-----------------|----------|
| <b>Primary</b>   | Windows XP      | 93       |
|                  | Windows 2000    | 15       |
|                  | Window other    | 7        |
|                  | Windows Vista   | 5        |
|                  | Apple/MAC OS X  | 4        |
|                  | Windows NT      | 3        |
|                  | Apple/MAC OS 9  | 1        |
|                  | Apple/MAC other | 0        |
|                  | Linux Red Hat   | 0        |
|                  | Linux Ubuntu    | 0        |
|                  | Linux Suse      | 0        |
|                  | Linux Xandros   | 0        |
|                  | Linux Debian    | 0        |
|                  | Linux other     | 0        |
|                  | Other           | 1        |
|                  | No response     | 1        |
|                  | <b>N = 176</b>  |          |
| <b>Secondary</b> | Windows XP      | 95       |
|                  | Windows 2000    | 10       |
|                  | Apple/MAC OS X  | 9        |
|                  | Windows Vista   | 3        |
|                  | Window other    | 3        |
|                  | Windows NT      | 2        |
|                  | Apple/MAC other | 1        |
|                  | Linux Red Hat   | 1        |
|                  | Linux Ubuntu    | 1        |
|                  | Linux Suse      | 1        |
|                  | Linux Xandros   | 1        |

|                | <b>Response</b> | <b>%</b> |
|----------------|-----------------|----------|
|                | Apple/MAC OS 9  | 0        |
|                | Linux Debian    | 0        |
|                | Linux other     | 0        |
|                | Other           | 2        |
|                | No response     | 1        |
| <b>Special</b> | <b>N = 184</b>  |          |
|                | Windows XP      | 95       |
|                | Windows 2000    | 10       |
|                | Windows Vista   | 7        |
|                | Window other    | 6        |
|                | Apple/MAC OS X  | 4        |
|                | Apple/MAC OS 9  | 1        |
|                | Apple/MAC other | 0        |
|                | Linux Red Hat   | 0        |
|                | Linux Ubuntu    | 0        |
|                | Linux Suse      | 0        |
|                | Linux Xandros   | 0        |
|                | Linux Debian    | 0        |
|                | Linux other     | 0        |
|                | Windows NT      | 1        |
|                | Other           | 2        |
|                | No response     | 0        |
|                | <b>N = 201</b>  |          |

More than one answer could be given, so percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

The majority of respondents across each of the three types of schools reported that Windows XP was the operating system installed on the majority of their client devices. The second most frequently reported response was Windows 2000; around one in 10 respondents in secondary and special schools reported this to be the case, with a slightly higher proportion of primary school respondents reporting this.

**Table 2.3 Q7 How would you rate the general fitness for purpose of the following types of equipment that are available for use in your school?**

|                  | <b>Response</b>         | <b>Very good<br/>%</b> | <b>Quite good<br/>%</b> | <b>Not very<br/>good<br/>%</b> | <b>Poor<br/>%</b> | <b>Not available<br/>%</b> | <b>No response<br/>%</b> |
|------------------|-------------------------|------------------------|-------------------------|--------------------------------|-------------------|----------------------------|--------------------------|
| <b>Primary</b>   | Interactive whiteboards | 71                     | 21                      | 3                              | 1                 | 2                          | 3                        |
|                  | Laptops                 | 46                     | 42                      | 7                              | 1                 | 1                          | 3                        |
|                  | Desktop computers       | 43                     | 44                      | 7                              | 2                 | 0                          | 3                        |
|                  | Data loggers            | 8                      | 25                      | 8                              | 1                 | 40                         | 18                       |
|                  | Tablet PCs              | 4                      | 4                       | 2                              | 2                 | 68                         | 21                       |
|                  | Handheld computers/PDAs | 3                      | 5                       | 1                              | 1                 | 69                         | 22                       |
|                  | <b>N = 176</b>          |                        |                         |                                |                   |                            |                          |
| <b>Secondary</b> | Interactive whiteboards | 58                     | 36                      | 4                              | 1                 | 0                          | 1                        |
|                  | Desktop computers       | 47                     | 44                      | 7                              | 1                 | 0                          | 2                        |
|                  | Laptops                 | 29                     | 54                      | 12                             | 2                 | 1                          | 2                        |
|                  | Data loggers            | 10                     | 35                      | 15                             | 6                 | 24                         | 10                       |
|                  | Handheld computers/PDAs | 7                      | 17                      | 7                              | 3                 | 59                         | 8                        |
|                  | Tablet PCs              | 4                      | 16                      | 4                              | 2                 | 66                         | 8                        |
|                  | <b>N = 184</b>          |                        |                         |                                |                   |                            |                          |

|                | <b>Response</b>         | <b>Very good<br/>%</b> | <b>Quite good<br/>%</b> | <b>Not very<br/>good<br/>%</b> | <b>Poor<br/>%</b> | <b>Not available<br/>%</b> | <b>No response<br/>%</b> |
|----------------|-------------------------|------------------------|-------------------------|--------------------------------|-------------------|----------------------------|--------------------------|
| <b>Special</b> | Interactive whiteboards | 68                     | 27                      | 1                              | 2                 | 1                          | 3                        |
|                | Desktop computers       | 43                     | 48                      | 7                              | 1                 | 0                          | 2                        |
|                | Laptops                 | 41                     | 50                      | 6                              | 2                 | 0                          | 2                        |
|                | Data loggers            | 7                      | 15                      | 9                              | 3                 | 47                         | 20                       |
|                | Handheld computers/PDAs | 6                      | 7                       | 4                              | 0                 | 64                         | 19                       |
|                | Tablet PCs              | 6                      | 3                       | 4                              |                   | 67                         | 21                       |
|                | <b>N = 201</b>          |                        |                         |                                |                   |                            |                          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

**Table 2.3a Q7 How would you rate the general fitness for purpose of the following types of equipment that are available for use in your school? (Combined responses)<sup>2</sup>**

|                  | Response                 | Good % | Not good % | N   |
|------------------|--------------------------|--------|------------|-----|
| <b>Primary</b>   | Interactive whiteboards  | 96     | 4          | 167 |
|                  | Laptops                  | 92     | 8          | 168 |
|                  | Desktop computers        | 90     | 10         | 171 |
|                  | Data loggers             | 80     | 21         | 73  |
|                  | Tablet PCs               | 70     | 30         | 20  |
|                  | Handheld computers/ PDAs | 88     | 13         | 16  |
|                  | <b>N = 176</b>           |        |            |     |
| <b>Secondary</b> | Interactive whiteboards  | 96     | 4          | 182 |
|                  | Desktop computers        | 93     | 7          | 180 |
|                  | Laptops                  | 86     | 15         | 179 |
|                  | Data loggers             | 68     | 32         | 122 |
|                  | Handheld computers/ PDAs | 72     | 28         | 61  |
|                  | Tablet PCs               | 78     | 22         | 49  |
|                  | <b>N = 184</b>           |        |            |     |
| <b>Special</b>   | Interactive whiteboards  | 97     | 3          | 195 |
|                  | Desktop computers        | 92     | 8          | 198 |
|                  | Laptops                  | 92     | 8          | 198 |
|                  | Data loggers             | 66     | 34         | 67  |
|                  | Handheld computers/ PDAs | 77     | 24         | 34  |
|                  | Tablet PCs               | 68     | 32         | 25  |
|                  | <b>N = 201</b>           |        |            |     |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

<sup>2</sup> This table combines the response categories from Table 2.3. 'Very good' and 'Quite good' equal 'Good'. 'Not very good' and 'Poor' equal 'Not good'. The table is based only on respondents who provided a valid response to this question. Please note the small N in some cases.

In terms of the fitness for purpose of ICT equipment in schools, in general, interactive whiteboards, laptops and desktop computers were deemed to be 'good'. Fewer schools reported having data loggers, tablet PCs and handheld computers (PDAs); however, the schools that did have these pieces of equipment were generally positive about their fitness for purpose.

**Table 2.4 Q8 How would you rate the quantity of the following different types of equipment that are available for use in your school?**

|                  | <b>Response</b>                                       | <b>More than we need to deliver the curriculum adequately</b><br>% | <b>About the right amount to deliver the curriculum adequately</b><br>% | <b>Less than we need to deliver the curriculum adequately</b><br>% | <b>Not available</b><br>% | <b>No response</b><br>% |
|------------------|---|--|---|--|---------------------------|-------------------------|
| <b>Primary</b>   | Interactive whiteboards                               | 9  | 77  | 11   | 2                         | 1                       |
|                  | Desktop computers                                     | 5  | 66  | 26   | 1                         | 2                       |
|                  | Laptops   | 5  | 53  | 34   | 2                         | 7                       |
|                  | Data loggers  | 1  | 19  | 26   | 43                        | 12                      |
|                  | Tablet PCs  | 1  | 7   | 6  | 71                        | 15                      |
|                  | Handheld computers/personal digital assistants (PDAs) | 0  | 5   | 6  | 74                        | 15                      |
|                  | <b>N = 176</b>  |  |   |  |                           |                         |
| <b>Secondary</b> | Interactive whiteboards                               | 8  | 54  | 36   | 0                         | 2                       |
|                  | Desktop computers                                     | 6  | 48  | 43   | 0                         | 3                       |
|                  | Laptops   | 2  | 53  | 38   | 3                         | 5                       |
|                  | Handheld  | 2  | 12  | 19   | 62                        | 5                       |

|                | <b>Response</b>                                       | <b>More than we need to deliver the curriculum adequately</b><br>% | <b>About the right amount to deliver the curriculum adequately</b><br>% | <b>Less than we need to deliver the curriculum adequately</b><br>% | <b>Not available</b><br>% | <b>No response</b><br>% |
|----------------|---|--|---|--|---------------------------|-------------------------|
|                | computers/personal digital assistants (PDAs)          |  |   |  |                           |                         |
|                | Tablet PCs  | 2  | 10  | 18   | 63                        | 7                       |
|                | Data loggers  | 1  | 33  | 37   | 21                        | 8                       |
|                | <b>N = 184</b>  |  |   |  |                           |                         |
| <b>Special</b> | Interactive whiteboards                               | 9  | 66  | 23   | 1                         | 1                       |
|                | Desktop computers                                     | 5  | 76  | 18   | 0                         | 2                       |
|                | Laptops   | 3  | 57  | 33   | 4                         | 3                       |
|                | Data loggers  | 1  | 14  | 20   | 54                        | 11                      |
|                | Handheld computers/personal digital assistants (PDAs) | 1  | 11  | 4  | 73                        | 11                      |
|                | Tablet PCs  | 0  | 6   | 6  | 76                        | 12                      |
|                | <b>N = 201</b>  |  |   |  |                           |                         |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

**Table 2.4a Q8 How would you rate the quantity of the following different types of equipment that are available for use in your school?<sup>3</sup>**

|                  | <b>Response</b>         | <b>More than we need to deliver the curriculum adequately</b><br>% | <b>About the right amount to deliver the curriculum adequately</b><br>% | <b>Less than we need to deliver the curriculum adequately</b><br>% | <b>N</b> |
|------------------|-------------------------|--|---|--|----------|
| <b>Primary</b>   | Interactive whiteboards | 9  | 80  | 11   | 170      |
|                  | Desktop computers       | 5  | 68  | 27   | 171      |
|                  | Laptops                 | 5  | 58  | 37   | 161      |
|                  | Data loggers            | 1  | 41  | 58   | 80       |
|                  | Tablet PCs              | 8  | 48  | 44   | 25       |
|                  | Handheld computers/PDAs | 0  | 44  | 56   | 18       |
| <b>Secondary</b> | Interactive whiteboards | 8  | 56  | 37   | 180      |

<sup>3</sup> This table includes only those respondents who provided a valid response to this question. Please note the small N in some cases.

|                | <b>Response</b>         | <b>More than we need to deliver the curriculum adequately</b><br>% | <b>About the right amount to deliver the curriculum adequately</b><br>% | <b>Less than we need to deliver the curriculum adequately</b><br>% | <b>N</b> |
|----------------|-------------------------|--|---|--|----------|
|                | Desktop computers       | 6  | 50  | 44   | 179      |
|                | Laptops                 | 2  | 57  | 41   | 170      |
|                | Handheld computers/PDAs | 7  | 37  | 57   | 60       |
|                | Tablet PCs              | 7  | 33  | 60   | 55       |
|                | Data loggers            | 2  | 47  | 52   | 131      |
| <b>Special</b> | Interactive whiteboards | 9  | 68  | 24   | 197      |
|                | Desktop computers       | 5  | 77  | 18   | 198      |
|                | Laptops                 | 3  | 61  | 36   | 188      |
|                | Data loggers            | 1  | 41  | 58   | 69       |
|                | Handheld computers/PDAs | 3  | 72  | 25   | 32       |
|                | Tablet PCs              | 0  | 48  | 52   | 23       |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

On the whole, primary and special schools tended to think that they had the right number of whiteboards and desktop computers to deliver the curriculum adequately.

Among secondary schools, around half of those schools that provided a valid response, and over one-third of respondents, reporting that they had fewer interactive whiteboards and desktop computers than they needed to deliver the curriculum effectively.

**Table 2.5 Q9 How many of the following devices are available at your school for teaching and learning?**

| Response   | Mean | Median | Min | Max | N   |
|--|------|--------|-----|-----|-----|
| <b>Primary</b>   |      |        |     |     |     |
| Voting pads  | 28   | 30     | 1   | 62  | 14  |
| Digital still cameras  | 6    | 6      | 1   | 20  | 165 |
| Digital audio players (MP3 players)                            | 6    | 6      | 1   | 20  | 15  |
| Multimedia/data projectors (excluding interactive whiteboards) | 5    | 2      | 1   | 25  | 117 |
| Digital video cameras  | 4    | 2      | 1   | 20  | 130 |
| Digital multimedia microscopes                                 | 2    | 1      | 1   | 16  | 145 |
| Graphics tablets   | 2    | 1      | 1   | 6   | 13  |
| Sets of video conferencing equipment                           | 1    | 1      | 1   | 5   | 25  |
| Location devices (GPS)   | 1    | 1      | 1   | 1   | 2   |
| Smartphones  | 0    | 0      | 0   | 0   | 0   |
| Other – please specify   | 5    | 4      | 1   | 12  | 17  |
| <b>Secondary</b>   |      |        |     |     |     |
| Voting pads  | 38   | 30     | 1   | 99  | 72  |
| Multimedia/data projectors (excluding interactive whiteboards) | 25   | 19     | 1   | 90  | 156 |
| Digital still cameras  | 13   | 10     | 1   | 60  | 169 |
| Graphics tablets   | 8    | 5      | 1   | 35  | 70  |
| Digital audio players (MP3 players)                            | 8    | 5      | 1   | 30  | 33  |
| Digital video cameras  | 7    | 5      | 1   | 40  | 162 |
| Smartphones  | 4    | 4      | 1   | 10  | 9   |
| Location devices (GPS)   | 4    | 2      | 1   | 24  | 12  |

| <b>Response</b>  | <b>Mean</b> | <b>Median</b> | <b>Min</b> | <b>Max</b> | <b>N</b> |
|--|-------------|---------------|------------|------------|----------|
| Digital multimedia microscopes                                 | 3           | 2             | 1          | 25         | 99       |
| Sets of video-conferencing equipment                           | 2           | 1             | 1          | 20         | 68       |
| Other – please specify   | 5           | 4             | 1          | 16         | 9        |
| <b>Special</b>   |             |               |            |            |          |
| Voting pads  | 29          | 30            | 10         | 64         | 13       |
| Digital still cameras  | 11          | 10            | 1          | 34         | 191      |
| Digital video cameras  | 4           | 3             | 1          | 25         | 178      |
| Graphics tablets   | 4           | 3             | 1          | 16         | 29       |
| Multimedia/data projectors (excluding interactive whiteboards) | 4           | 2             | 1          | 36         | 146      |
| Digital audio players (MP3 players)                            | 4           | 2             | 1          | 16         | 29       |
| Smartphones  | 3           | 2             | 1          | 6          | 3        |
| Sets of video-conferencing equipment                           | 3           | 1             | 1          | 20         | 30       |
| Digital multimedia microscopes                                 | 2           | 1             | 1          | 9          | 136      |
| Location devices (GPS)   | 2           | 1             | 1          | 10         | 9        |
| Other – please specify   | 8           | 4             | 1          | 40         | 27       |

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Considering all the different devices that were listed in this particular question for ICT co-ordinators about assistive technology in their schools, the most frequently reported devices were voting pads, with an average (mean) of 28 or more voting pads in schools across each of the sectors.

**Table 2.6 Q11 Does your school have any of the following assistive technology devices that are used to support pupils with special educational needs?**

|                | <b>Response</b>  | <b>%</b> |
|----------------|--|----------|
| <b>Primary</b> | Devices to support physical access (eg tracker balls, switches, alternative/onscreen keyboards, pointing devices)                                      | 35       |
|                | Devices to support sensory access (eg video magnifiers, text-to-speech software, screen magnifiers, Braille displays, printers/copiers, hearing loops) | 32       |
|                | Devices to support cognitive access (eg predictive word processors, voice-recognition systems)   | 10       |

|                  | <b>Response</b>  | <b>%</b> |
|------------------|--|----------|
|                  | Other  | 5        |
|                  | No response  | 46       |
|                  | <b>N = 176</b>   |          |
| <b>Secondary</b> | Devices to support sensory access (eg video magnifiers, text-to-speech software, screen magnifiers, Braille displays, printers/copiers, hearing loops) | 45       |
|                  | Devices to support physical access (eg tracker balls, switches, alternative/onscreen keyboards, pointing devices)                                      | 30       |
|                  | Devices to support cognitive access (eg predictive word processors, voice-recognition systems)   | 23       |
|                  | Other  | 3        |
|                  | No response  | 41       |
|                  | <b>N = 184</b>   |          |
| <b>Special</b>   | Devices to support physical access (eg tracker balls, switches, alternative/onscreen keyboards, pointing devices)                                      | 79       |
|                  | Devices to support sensory access (eg video magnifiers, text-to-speech software, screen magnifiers, Braille displays, printers/copiers, hearing loops) | 61       |
|                  | Devices to support cognitive access (eg predictive word processors, voice-recognition systems)   | 31       |
|                  | Other  | 16       |
|                  | No response  | 13       |
|                  | <b>N = 201</b>   |          |

More than one answer could be given, so percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

A greater proportion of respondents in special schools reported that their schools used devices to support physical and sensory access compared with respondents in primary and secondary schools.

In primary and secondary schools, around a third of respondents in each group reported using devices to support physical access. Around a third of primary school respondents reported that their schools used devices to support sensory access, compared with just under a half of secondary school respondents.

## 2.2 Infrastructure

**Table 2.7 Q12a Please indicate what type of computer network is provided in your school for learning**

|                  | Response  | %  |
|------------------|---|----|
| <b>Primary</b>   | Fat client: this is a client server network where data is stored on a server but computers can usually still work if the network isn't available                                  | 42 |
|                  | Thin client: this is a client server network where nearly all processing and all data is stored on a server; the individual computers are unable to work fully without the server | 39 |
|                  | P2P: this is a network without a central server where individual computers are connected to each other  | 13 |
|                  | None  | 4  |
|                  | No response   | 3  |
|                  | <b>N = 176</b>  |    |
| <b>Secondary</b> | Fat client: this is a client server network where data is stored on a server but computers can usually still work if the network isn't available                                  | 59 |
|                  | Thin client: this is a client server network where nearly all processing and all data is stored on a server; the individual computers are unable to work fully without the server | 34 |
|                  | P2P: this is a network without a central server where individual computers are connected to each other  | 1  |
|                  | None  | 1  |
|                  | No response   | 5  |
|                  | <b>N = 184</b>  |    |

|                | <b>Response</b>   | <b>%</b> |
|----------------|---|----------|
| <b>Special</b> | Fat client: this is a client server network where data is stored on a server but computers can usually still work if the network isn't available                                  | 47       |
|                | Thin client: this is a client server network where nearly all processing and all data is stored on a server; the individual computers are unable to work fully without the server | 37       |
|                | P2P: this is a network without a central server where individual computers are connected to each other  | 10       |
|                | None  | 2        |
|                | No response   | 4        |
|                | <b>N = 201</b>  |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

The most frequently reported response across each of the schools was that the network was a fat client network where data is stored on a server but computers can usually still work if the network is not available. Slightly more secondary schools had this type of network compared with primary and special schools, and the number had increased slightly since the 2007 survey.

The least frequently reported network type was P2P (peer to peer); this was particularly true in secondary schools.

**Table 2.8 Q12b Please indicate if this network is wireless, wired or both. (Please answer for pupils and staff)**

|                | <b>Response</b>         | <b>Network accessible by pupils %</b> | <b>Network accessible by teaching staff %</b> | <b>Network accessible by management %</b> |
|----------------|-------------------------|---------------------------------------|---|---|
| <b>Primary</b> | Entirely wired          | 51                                    | 45  | 54  |
|                | Both wireless and wired | 40                                    | 43  | 27  |
|                | Entirely wireless       | 7                                     | 11  | 10  |
|                | No response             | 2                                     | 2   | 9   |
|                | <b>N = 164</b>          |                                       |   |   |

|                  | <b>Response</b>         | <b>Network accessible by pupils %</b> | <b>Network accessible by teaching staff %</b> | <b>Network accessible by management %</b> |
|------------------|-------------------------|---------------------------------------|---|---|
| <b>Secondary</b> | Both wireless and wired | 55                                    | 72  | 50  |
|                  | Entirely wired          | 41                                    | 23  | 43  |
|                  | Entirely wireless       | 2                                     | 2   | 2   |
|                  | No response             | 2                                     | 3   | 5   |
|                  | <b>N = 172</b>          |                                       |   |   |
| <b>Special</b>   | Entirely wired          | 56                                    | 49  | 58  |
|                  | Both wireless and wired | 39                                    | 47  | 34  |
|                  | Entirely wireless       | 2                                     | 2   | 2   |
|                  | No response             | 4                                     | 3   | 6   |
|                  | <b>N = 189</b>          |                                       |   |   |

Due to rounding, percentages do not sum to 100.

A filter question of Q12a.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Networks accessible by pupils were most frequently reported as being entirely wired or a combination of wireless and wired. Almost three-quarters of secondary school respondents reported that teaching staff had access both to wireless and wired networks, while a half of respondents in these schools reported that management had access to both wired and wireless networks.

**Table 2.9 Q13 At what speed is your network rated?**

|                | <b>Response</b> | <b>Backbone %</b> | <b>Connection to client devices %</b> |
|----------------|-----------------|-------------------|---------------------------------------|
| <b>Primary</b> | 100Mbps/1Gbps   | 31                | 36                                    |
|                | 10Mbps          | 13                | 14                                    |
|                | Over 1Gbps      | 8                 | 6                                     |
|                | No response     | 49                | 44                                    |

|                  |                |    |    |
|------------------|----------------|----|----|
|                  | <b>N = 164</b> |    |    |
| <b>Secondary</b> | 100Mbps/1Gbps  | 59 | 80 |
|                  | Over 1Gbps     | 29 | 1  |
|                  | 10Mbps         | 5  | 12 |
|                  | No response    | 8  | 8  |
|                  | <b>N = 172</b> |    |    |
| <b>Special</b>   | 100Mbps/1Gbps  | 53 | 53 |
|                  | Over 1Gbps     | 11 | 5  |
|                  | 10Mbps         | 6  | 12 |
|                  | No response    | 31 | 30 |
|                  | <b>N = 189</b> |    |    |

Due to rounding, percentages do not sum to 100.

A filter question of Q12a.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

A network speed of 100Mbps/1Gbps was the most frequently reported network speed for both the backbone and connection to client devices across each of the three school types. Respondents in primary and special schools were more likely than respondents in secondary schools to answer 'no response' to this question. Fewer primary schools reported a connection speed of 100Mbps/1Gbps in comparison with secondary and special schools.

**Table 2.10 Q14 Is your network performance sufficient to work with large multimedia files such as large sound or video files?**

|                  | <b>Response</b>   | <b>%</b> |
|------------------|---|----------|
| <b>Primary</b>   | There is no problem with handling files of this type on the network                     | 43       |
|                  | Large files can be handled on the network but we do not encourage this on a large scale | 33       |
|                  | The network had problems coping with this kind of usage                                 | 15       |
|                  | No response   | 9        |
|                  | <b>N = 164</b>  |          |
| <b>Secondary</b> | Large files can be handled on the network but we do not encourage this on a large scale | 59       |

|                | <b>Response</b>   | <b>%</b> |
|----------------|---|----------|
|                | There is no problem with handling files of this type on the network                     | 30       |
|                | The network had problems coping with this kind of usage                                 | 9        |
|                | No response   | 2        |
|                | <b>N = 172</b>  |          |
| <b>Special</b> | Large files can be handled on the network but we do not encourage this on a large scale | 49       |
|                | There is no problem with handling files of this type on the network                     | 37       |
|                | The network had problems coping with this kind of usage                                 | 9        |
|                | No response   | 5        |
|                | <b>N = 189</b>  |          |

Due to rounding, percentages do not sum to 100.

A filter question of Q12a.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Almost half of all respondents said that the network could handle large files but that this was not encouraged on a large scale. This was more the case in secondary and special schools. In primary schools, most respondents said they had no problem handling large multimedia files on their networks.

**Table 2.11 Q15a Who has the main responsibility for day-to-day maintenance and support for your school's network(s)?**

|                | <b>Response</b>                                     | <b>%</b> |
|----------------|---|----------|
| <b>Primary</b> | A teacher/ICT co-ordinator                          | 24       |
|                | An ICT technician who is shared with another school | 20       |
|                | A local authority support service                   | 18       |
|                | A dedicated, school-based ICT technician            | 15       |
|                | An ICT technician who is loaned from another school | 4        |
|                | ICT supplier  | 4        |

|                  | <b>Response</b>                                     | <b>%</b> |
|------------------|---|----------|
|                  | Other   | 17       |
|                  | No response   | 0        |
|                  | <b>N = 164</b>                                      |          |
| <b>Secondary</b> | A dedicated, school-based ICT technician            | 80       |
|                  | A teacher/ICT co-ordinator                          | 2        |
|                  | ICT supplier  | 2        |
|                  | An ICT technician who is shared with another school | 1        |
|                  | An ICT technician who is loaned from another school | 0        |
|                  | A local authority support service                   | 0        |
|                  | Other   | 13       |
|                  | No response   | 1        |
|                  | <b>N = 172</b>                                      |          |
| <b>Special</b>   | A dedicated, school-based ICT technician            | 39       |
|                  | A teacher/ICT co-ordinator                          | 16       |
|                  | A local authority support service                   | 13       |
|                  | An ICT technician who is shared with another school | 10       |
|                  | ICT supplier  | 4        |
|                  | An ICT technician who is loaned from another school | 1        |
|                  | Other   | 15       |
|                  | No response   | 3        |
|                  | <b>N = 189</b>                                      |          |

Due to rounding, percentages do not sum to 100.

A filter question of Q12a.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Just under half of all schools reported having a dedicated, school-based ICT technician. This was the most frequent response in both secondary and special schools: in secondary schools: a dedicated ICT technician was reported by 80 per cent of respondents in comparison with 39 per cent of special school respondents.

Around a quarter of primary school respondents reported that a teacher or ICT coordinator had the main responsibility for day-to-day maintenance and support of the school's network(s); this was the most frequent response in primary schools, closely followed by sharing an ICT technician with another school, cited by around a fifth of respondents in primary schools.

**Table 2.12 Q16 Which of the following best describes the way your school monitors the performance of its network(s)?**

|                  | <b>Response</b>                       | <b>%</b> |
|------------------|---------------------------------------|----------|
| <b>Primary</b>   | <i>Ad hoc</i> basis according to need | 63       |
|                  | Pre-determined schedule               | 26       |
|                  | No monitoring takes place             | 10       |
|                  | No response                           | 1        |
|                  | <b>N = 164</b>                        |          |
| <b>Secondary</b> | <i>Ad hoc</i> basis according to need | 66       |
|                  | Pre-determined schedule               | 29       |
|                  | No monitoring takes place             | 4        |
|                  | No response                           | 1        |
|                  | <b>N = 172</b>                        |          |
| <b>Special</b>   | <i>Ad hoc</i> basis according to need | 64       |
|                  | Pre-determined schedule               | 23       |
|                  | No monitoring takes place             | 10       |
|                  | No response                           | 4        |
|                  | <b>N = 189</b>                        |          |

Due to rounding, percentages do not sum to 100.

A filter question of Q12a.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

The most commonly reported response, across all three school sectors, was that schools monitored the performance of their network(s) on an *ad hoc* basis according to need. Similar proportions – around two-thirds – of respondents in each of primary, secondary and special schools reported this to be the case.

Around a quarter of respondents in each school type reported monitoring their schools' networks in accordance with a pre-determined schedule. Relatively few respondents said that no monitoring took place.

**Table 2.13 Q17 How often is this monitoring carried out?**

|                  | <b>Response</b>                          | <b>%</b> |
|------------------|--|----------|
| <b>Primary</b>   | Less often than weekly, at least monthly | 31       |
|                  | At least weekly                          | 24       |
|                  | Less often than monthly, at least termly | 22       |
|                  | Less than once a term                    | 20       |
|                  | No response                              | 2        |
|                  | <b>N = 147</b>                           |          |
| <b>Secondary</b> | At least weekly                          | 45       |
|                  | Less often than weekly, at least monthly | 26       |
|                  | Less often than monthly, at least termly | 19       |
|                  | Less than once a term                    | 9        |
|                  | No response                              | 1        |
|                  | <b>N = 163</b>                           |          |
| <b>Special</b>   | At least weekly                          | 37       |
|                  | Less often than weekly, at least monthly | 29       |
|                  | Less than once a term                    | 17       |
|                  | Less often than monthly, at least termly | 13       |
|                  | No response                              | 4        |
|                  | <b>N = 164</b>                           |          |

Due to rounding, percentages do not sum to 100.

A filter question of Q12a.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

The most frequently reported response was that monitoring was carried out at least weekly; this was particularly so in secondary and special schools. In primary schools, the most common response was 'less often than weekly, at least monthly'.

Around a fifth of respondents in primary and special schools said that monitoring was carried out less than once a term, in comparison with around one in 10 secondary schools that reported this to be the case.

**Table 2.14 Q15 How frequently do technical problems that prevent the delivery of your lessons occur with each of the following?**

|                | <b>Response</b>                  | <b>At least once a week<br/>%</b> | <b>About once every 2–3 weeks<br/>%</b> | <b>About once a month<br/>%</b> | <b>About once a term<br/>%</b> | <b>Less often<br/>%</b> | <b>Never<br/>%</b> | <b>No response<br/>%</b> |
|----------------|----------------------------------|-----------------------------------|---|---------------------------------|--------------------------------|-------------------------|--------------------|--------------------------|
| <b>Primary</b> | Computers used by pupils         | 17                                | 20                                      | 15                              | 19                             | 23                      | 3                  | 3                        |
|                | Printers                         | 13                                | 21                                      | 22                              | 20                             | 19                      | 2                  | 2                        |
|                | The school's network             | 9                                 | 15                                      | 19                              | 21                             | 24                      | 6                  | 7                        |
|                | The school's internet connection | 8                                 | 18                                      | 22                              | 27                             | 20                      | 2                  | 2                        |
|                | Interactive whiteboards          | 6                                 | 12                                      | 15                              | 19                             | 36                      | 7                  | 5                        |
|                | <b>N = 419</b>                   |                                   |   |                                 |                                |                         |                    |                          |

|                  | <b>Response</b>                  | <b>At least once a week<br/>%</b> | <b>About once every 2–3 weeks<br/>%</b> | <b>About once a month<br/>%</b> | <b>About once a term<br/>%</b> | <b>Less often<br/>%</b> | <b>Never<br/>%</b> | <b>No response<br/>%</b> |
|------------------|----------------------------------|-----------------------------------|---|---------------------------------|--------------------------------|-------------------------|--------------------|--------------------------|
| <b>Secondary</b> | Computers used by pupils         | 16                                | 17                                      | 17                              | 19                             | 21                      | 4                  | 5                        |
|                  | Printers                         | 14                                | 15                                      | 19                              | 18                             | 26                      | 5                  | 3                        |
|                  | The school's internet connection | 11                                | 15                                      | 21                              | 24                             | 24                      | 3                  | 3                        |
|                  | The school's network             | 9                                 | 13                                      | 18                              | 22                             | 29                      | 5                  | 3                        |
|                  | Interactive whiteboards          | 4                                 | 5                                       | 11                              | 17                             | 38                      | 14                 | 10                       |

|                | <b>Response</b>                  | <b>At least once a week</b><br>% | <b>About once every 2–3 weeks</b><br>% | <b>About once a month</b><br>% | <b>About once a term</b><br>% | <b>Less often</b><br>% | <b>Never</b><br>% | <b>No response</b><br>% |
|----------------|----------------------------------|----------------------------------|--|--------------------------------|-------------------------------|------------------------|-------------------|-------------------------|
| <b>Special</b> | <b>N = 793</b>                   |                                  |  |                                |                               |                        |                   |                         |
|                | Printers                         | 14                               | 19                                     | 17                             | 21                            | 21                     | 5                 | 4                       |
|                | Computers used by pupils         | 12                               | 17                                     | 23                             | 22                            | 18                     | 5                 | 4                       |
|                | The school's internet connection | 9                                | 17                                     | 20                             | 31                            | 17                     | 4                 | 3                       |
|                | The school's network             | 8                                | 13                                     | 15                             | 27                            | 24                     | 6                 | 8                       |
|                | Interactive whiteboards          | 5                                | 11                                     | 12                             | 21                            | 36                     | 9                 | 6                       |
|                | <b>N = 466</b>                   |                                  |  |                                |                               |                        |                   |                         |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Technical problems were least often encountered with the school's network (around a third of respondents across all three sample groups indicated that technical problems occurred less often than once a term or never) and interactive whiteboards (more than half of respondents in primary and secondary schools indicated that technical problems occurred less often than once a term or never, and slightly under half of respondents in special schools reported a similar level of incidence).

Teachers in almost one-fifth of primary and secondary schools and just over one in 10 special schools reported technical problems at least once a week with pupils' computers. Half of respondents in all sample groups reported technical problems occurring with printers at least once a month.

### 2.3 Connectivity

**Table 2.15 Q5 Please indicate how many of your computers are regularly connected to a network or to the internet**

|                  | Response       | Connected to a network<br>% | Connected to the internet<br>% |
|------------------|----------------|-----------------------------|--------------------------------|
| <b>Primary</b>   | All            | 69                          | 75                             |
|                  | More than half | 17                          | 13                             |
|                  | Less than half | 4                           | 0                              |
|                  | About half     | 3                           | 3                              |
|                  | None           | 2                           | 0                              |
|                  | No response    | 6                           | 9                              |
|                  | <b>N = 176</b> |                             |                                |
| <b>Secondary</b> | All            | 94                          | 88                             |
|                  | More than half | 5                           | 5                              |
|                  | About half     | 0                           | 1                              |
|                  | Less than half | 0                           | 0                              |
|                  | None           | 0                           | 0                              |
|                  | No response    | 2                           | 5                              |
|                  | <b>N = 184</b> |                             |                                |

|                | <b>Response</b> | <b>Connected to a network</b><br>% | <b>Connected to the internet</b><br>% |
|----------------|-----------------|------------------------------------|---------------------------------------|
| <b>Special</b> | All             | 66                                 | 73                                    |
|                | More than half  | 22                                 | 17                                    |
|                | About half      | 3                                  | 2                                     |
|                | Less than half  | 2                                  | 1                                     |
|                | None            | 4                                  | 0                                     |
|                | No response     | 4                                  | 7                                     |
|                | <b>N = 201</b>  |                                    |                                       |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

On the whole, most ICT co-ordinators who responded to the survey said that all of their computers were regularly connected to a network or the internet. This response was most noticeable in secondary schools, where over 90 per cent of respondents reported that all of their computers were networked and over 80 per cent of their computers were connected to the internet. The proportion of respondents who said their computers were networked was slightly lower in primary schools (69 per cent) and special schools (66 per cent), but still more than half of respondents reported that all of their computers were networked and/or connected to the internet.

**Table 2.16 Q18 Which of these best describes internet access at your school?**

|                | <b>Response</b>  | <b>%</b> |
|----------------|--|----------|
| <b>Primary</b> | Staff have access, pupils have access only under supervision | 64       |
|                | Staff and pupils have access                                 | 35       |
|                | Staff have access but pupils have no access                  | 0        |
|                | My school does not have access to the internet               | 0        |
|                | No response  | 1        |
|                | <b>N = 176</b>   |          |

|                  | <b>Response</b>  | <b>%</b> |
|------------------|--|----------|
| <b>Secondary</b> | Staff and pupils have access                                 | 73       |
|                  | Staff have access, pupils have access only under supervision | 25       |
|                  | Staff have access but pupils have no access                  | 1        |
|                  | My school does not have access to the internet               | 0        |
|                  | No response  | 2        |
|                  | <b>N = 184</b>   |          |
| <b>Special</b>   | Staff have access, pupils have access only under supervision | 63       |
|                  | Staff and pupils have access                                 | 36       |
|                  | Staff have access but pupils have no access                  | 1        |
|                  | My school does not have access to the internet               | 0        |
|                  | No response  | 1        |
|                  | <b>N = 201</b>   |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

**Table 2.16a Q18 Which of these best describes internet access at your school?<sup>4</sup>**

|                  | <b>Response</b>  | <b>%</b> |
|------------------|--|----------|
| <b>Primary</b>   | Staff have access, pupils have access only under supervision | 64       |
|                  | Staff and pupils have access                                 | 36       |
|                  | Staff have access but pupils have no access                  | 0        |
|                  | <b>N = 174</b>   |          |
| <b>Secondary</b> | Staff and pupils have access                                 | 74       |
|                  | Staff have access, pupils have access only under supervision | 25       |
|                  | Staff have access but pupils have no access                  | 1        |
|                  | <b>N = 180</b>   |          |

<sup>4</sup> This table is based only on those respondents who provided a valid response to this question. Please note the small N in some cases.

|                | <b>Response</b>  | <b>%</b> |
|----------------|--|----------|
| <b>Special</b> | Staff have access, pupils have access only under supervision | 64       |
|                | Staff and pupils have access                                 | 36       |
|                | Staff have access but pupils have no access                  | 1        |
|                | <b>N = 200</b>   |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Around three-quarters of respondents in secondary schools reported that staff and pupils have access to the internet. A lower proportion of respondents in primary and special schools reported that staff and pupils have access to the internet: just over one-third in each.

In primary and special schools, the most common response was that staff have access but pupils have supervised access; this was reported by just under two-thirds of primary and special schools.

**Table 2.17 Q19 Where can teachers and teaching support staff access the internet within your school?**

|                | <b>Response</b>                       | <b>%</b> |
|----------------|---------------------------------------|----------|
| <b>Primary</b> | In all classrooms                     | 97       |
|                | In a dedicated ICT room/suite         | 67       |
|                | In a library/learning resource centre | 48       |
|                | In a staff room                       | 48       |
|                | In a school hall                      | 21       |
|                | In about half of classrooms           | 2        |
|                | In less than half of classrooms       | 1        |
|                | Other                                 | 14       |
|                | No response                           | 0        |
|                | <b>N = 174</b>                        |          |

|                  | <b>Response</b>                       | <b>%</b> |
|------------------|---------------------------------------|----------|
| <b>Secondary</b> | In all classrooms                     | 82       |
|                  | In a library/learning resource centre | 80       |
|                  | In a staff room                       | 78       |
|                  | In a dedicated ICT room/suite         | 76       |
|                  | In a school hall                      | 35       |
|                  | In about half of classrooms           | 13       |
|                  | In less than half of classrooms       | 4        |
|                  | Other                                 | 11       |
|                  | No response                           | 1        |
|                  | <b>N = 180</b>                        |          |
| <b>Special</b>   | In all classrooms                     | 96       |
|                  | In a dedicated ICT room/suite         | 62       |
|                  | In a library/learning resource centre | 57       |
|                  | In a staff room                       | 55       |
|                  | In a school hall                      | 25       |
|                  | In about half of classrooms           | 3        |
|                  | In less than half of classrooms       | 0        |
|                  | Other                                 | 11       |
|                  | No response                           | 1        |
|                  | <b>N = 200</b>                        |          |

More than one answer could be given, so percentages do not sum to 100.

A filter question of Q18.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Nearly all ICT co-ordinators who responded to the survey in primary and special schools said that teachers and teaching support staff could access the internet in nearly all of their classrooms. This was slightly less so in secondary schools, but nevertheless over 80 per cent of classrooms in secondary schools enabled school staff access to the internet.

Over half of primary and special schools also said that school staff could access the internet in a dedicated ICT room or suite. However, more secondary schools appeared to have internet access for staff in a library or resource centre and in the staff room than did primary or special schools.

**Table 2.18 Q20a How would you rate the school's internet connection in terms of:****Speed**

|                  | <b>Response</b>                                 | <b>%</b> |
|------------------|---|----------|
| <b>Primary</b>   | Fast enough for all or most of our requirements | 72       |
|                  | Fast enough for some of our requirements        | 21       |
|                  | Not fast enough for our requirements            | 8        |
|                  | No response                                     | 0        |
|                  | <b>N = 174</b>                                  |          |
| <b>Secondary</b> | Fast enough for all or most of our requirements | 69       |
|                  | Fast enough for some of our requirements        | 22       |
|                  | Not fast enough for our requirements            | 9        |
|                  | No response                                     | 1        |
|                  | <b>N = 180</b>                                  |          |
| <b>Special</b>   | Fast enough for all or most of our requirements | 70       |
|                  | Fast enough for some of our requirements        | 23       |
|                  | Not fast enough for our requirements            | 7        |
|                  | No response                                     | 1        |
|                  | <b>N = 200</b>                                  |          |

Due to rounding, percentages do not sum to 100.

A filter question of Q18.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

The majority of schools said that their internet connections were fast enough for all or most of their requirements. However, around a quarter of each school type reported their schools' internet connections were only fast enough to meet some of their requirements.

**Table 2.19 Q20b How would you rate the school's internet connection in terms of:****Performance**

|                  | <b>Response</b>   | <b>%</b> |
|------------------|---|----------|
| <b>Primary</b>   | About the right amount to deliver the curriculum adequately | 67       |
|                  | More than we need to deliver the curriculum adequately      | 22       |
|                  | Less than we need to deliver the curriculum adequately      | 12       |
|                  | No response   | 0        |
|                  | <b>N = 174</b>  |          |
| <b>Secondary</b> | About the right amount to deliver the curriculum adequately | 61       |
|                  | More than we need to deliver the curriculum adequately      | 26       |
|                  | Less than we need to deliver the curriculum adequately      | 12       |
|                  | No response   | 1        |
|                  | <b>N = 180</b>  |          |
| <b>Special</b>   | About the right amount to deliver the curriculum adequately | 68       |
|                  | More than we need to deliver the curriculum adequately      | 22       |
|                  | Less than we need to deliver the curriculum adequately      | 10       |
|                  | No response   | 2        |
|                  | <b>N = 200</b>  |          |

Due to rounding, percentages do not sum to 100.

A filter question of Q18.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

In terms of performance, the response from ICT co-ordinators in each type of school was fairly similar. Over 60 per cent said that the performance of their schools' internet connections was about right to deliver the curriculum adequately. Around one in 10 schools (across each sector) reported performance to be less than they needed to deliver the curriculum adequately.

**Table 2.20 Q20c How would you rate the school's internet connection in terms of:  
Reliability**

|                  | <b>Response</b>              | <b>%</b> |
|------------------|------------------------------|----------|
| <b>Primary</b>   | Functioning most of the time | 67       |
|                  | Always functioning           | 23       |
|                  | Fails regularly              | 9        |
|                  | No response                  | 1        |
|                  | <b>N = 174</b>               |          |
| <b>Secondary</b> | Functioning most of the time | 56       |
|                  | Always functioning           | 37       |
|                  | Fails regularly              | 5        |
|                  | No response                  | 2        |
|                  | <b>N = 180</b>               |          |
| <b>Special</b>   | Functioning most of the time | 64       |
|                  | Always functioning           | 28       |
|                  | Fails regularly              | 7        |
|                  | No response                  | 2        |
|                  | <b>N = 200</b>               |          |

Due to rounding, percentages do not sum to 100.

A filter question of Q18.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

When asked about the reliability of their schools' internet connections, over half of respondents (across each sector) said they functioned most of the time, with just over a third of secondary schools reporting that their internet connections were always functioning. Fewer than one in 10 schools reported that their schools' internet connections failed on a regular basis.

**Table 2.21 Q21 Does your school have its own website?**

|                  | <b>Response</b> | <b>%</b> |
|------------------|-----------------|----------|
| <b>Primary</b>   | Yes             | 78       |
|                  | No              | 17       |
|                  | No response     | 5        |
|                  | <b>N = 176</b>  |          |
| <b>Secondary</b> | Yes             | 90       |
|                  | No              | 3        |
|                  | No response     | 8        |
|                  | <b>N = 184</b>  |          |
| <b>Special</b>   | Yes             | 75       |
|                  | No              | 21       |
|                  | No response     | 4        |
|                  | <b>N = 201</b>  |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008

Over 80 per cent of schools (across each sector) reported having their own websites. This was particularly noticeable in secondary schools, where 90 per cent of respondents reported this to be the case. At least three-quarters of primary and special schools said that their schools had websites.

**Table 2.22a Q22 Which of the following is your school website used for?**

|                | <b>Response</b>                                    | <b>%</b> |
|----------------|--|----------|
| <b>Primary</b> | School news  | 88       |
|                | Parent resources (eg calendar of events)           | 79       |
|                | Providing access to school policy documents        | 57       |
|                | Email access for staff/learners/parents            | 23       |
|                | (Learner) performance information for parents      | 15       |
|                | Providing pupil lesson resources                   | 13       |
|                | Homework upload/download                           | 7        |
|                | (Learner) performance information for school staff | 6        |
|                | Providing teacher lesson resources                 | 5        |
|                | Communication with individual parents              | 4        |
|                | Access to management information systems (MIS)     | 3        |
|                | Job vacancies                                      | 3        |
|                | Discussion forum                                   | 2        |
|                | Live chat  | 0        |
|                | Webcam   | 0        |
|                | Other  | 8        |
| No response    | 7  |          |
|                | <b>N = 137</b>                                     |          |

More than one answer could be given, so percentages do not sum to 100.

A filter question of Q21.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

**Table 2.22b Q22 Which of the following is your school website used for?**

|                  | <b>Response</b>                                    | <b>%</b> |
|------------------|--|----------|
| <b>Secondary</b> | School news  | 89       |
|                  | Parent resources (eg calendar of events)           | 68       |
|                  | Providing access to school policy documents        | 48       |
|                  | Job vacancies                                      | 22       |
|                  | Email access for staff/learners/parents            | 19       |
|                  | Providing pupil lesson resources                   | 15       |
|                  | (Learner) performance information for parents      | 10       |
|                  | Providing teacher lesson resources                 | 10       |
|                  | Discussion forum                                   | 6        |
|                  | Homework upload/download                           | 5        |
|                  | Access to management information systems (MIS)     | 3        |
|                  | (Learner) performance information for school staff | 3        |
|                  | Webcam   | 2        |
|                  | Live chat  | 1        |
|                  | Communication with individual parents              | 0        |
|                  | Other  | 12       |
|                  | No response  | 5        |
| <b>N = 150</b>   |  |          |

More than one answer could be given, so percentages do not sum to 100.

A filter question of Q21.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

**Table 2.22c Q22 Which of the following is your school website used for?**

|                | <b>Response</b>                                    | <b>%</b> |
|----------------|--|----------|
| <b>Special</b> | School news  | 93       |
|                | Parent resources (eg calendar of events)           | 81       |
|                | Job vacancies                                      | 64       |
|                | Providing access to school policy documents        | 64       |
|                | Email access for staff/learners/parents            | 45       |
|                | Providing pupil lesson resources                   | 37       |
|                | Providing teacher lesson resources                 | 25       |
|                | Homework upload/download                           | 21       |
|                | (Learner) performance information for parents      | 15       |
|                | Discussion forum                                   | 13       |
|                | Access to management information systems (MIS)     | 9        |
|                | (Learner) performance information for school staff | 8        |
|                | Live chat  | 5        |
|                | Communication with individual parents              | 3        |
|                | Webcam   | 2        |
|                | Other  | 3        |
| No response    | 3  |          |
|                | <b>N = 165</b>                                     |          |

More than one answer could be given, so percentages do not sum to 100.

A filter question of Q21.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Across each of the school sectors, school news and parent resources were the most popular uses of the school's website. Around 90 per cent of respondents across each of the different school types reported that they used their schools' websites for disseminating school news. Over 60 per cent of respondents said that they used their schools' websites for parent resources; this was particularly so in secondary schools (81 per cent) and primary schools (79 per cent).

School websites also provided access to school policy documents for many schools. Almost half of special schools and over half of primary and secondary schools used their schools' websites for this purpose.

**Table 2.23 Q23 Does your school offer secure login areas through its website to any of the following groups?**

|                  | <b>Response</b>    | <b>%</b> |
|------------------|--------------------|----------|
| <b>Primary</b>   | None of these      | 62       |
|                  | Teachers           | 27       |
|                  | Other school staff | 20       |
|                  | Pupils             | 15       |
|                  | Parents            | 15       |
|                  | Governors          | 5        |
|                  | Other              | 2        |
|                  | No response        | 9        |
|                  | <b>N = 137</b>     |          |
| <b>Secondary</b> | Teachers           | 55       |
|                  | Other school staff | 39       |
|                  | Pupils             | 38       |
|                  | None of these      | 38       |
|                  | Parents            | 18       |
|                  | Governors          | 7        |
|                  | Other              | 3        |
|                  | No response        | 5        |
|                  | <b>N = 165</b>     |          |
| <b>Special</b>   | None of these      | 58       |
|                  | Teachers           | 33       |
|                  | Other school staff | 25       |
|                  | Pupils             | 20       |
|                  | Parents            | 9        |
|                  | Governors          | 6        |
|                  | Other              | 3        |
|                  | No response        | 7        |
|                  | <b>N = 150</b>     |          |

More than one answer could be given, so percentages do not sum to 100.

A filter question of Q21.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

**Table 2.23a Q23 Does your school offer secure login areas through its website to any of the following groups?<sup>5</sup>**

|                  | <b>Response</b>    | <b>%</b> |
|------------------|--------------------|----------|
| <b>Primary</b>   | Teachers           | 91       |
|                  | Other school staff | 66       |
|                  | Pupils             | 48       |
|                  | Parents            | 16       |
|                  | Governors          | 46       |
|                  | Other              | 5        |
|                  | <b>N = 44</b>      |          |
| <b>Secondary</b> | Teachers           | 94       |
|                  | Other school staff | 66       |
|                  | Pupils             | 67       |
|                  | Parents            | 12       |
|                  | Governors          | 28       |
|                  | Other              | 5        |
|                  | <b>N = 102</b>     |          |
| <b>Special</b>   | Teachers           | 96       |
|                  | Other school staff | 73       |
|                  | Pupils             | 55       |
|                  | Parents            | 16       |
|                  | Governors          | 27       |
|                  | Other              | 7        |
|                  | <b>N = 55</b>      |          |

More than one answer could be given, so percentages do not sum to 100.

A filter question of Q21.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Teachers were the group most frequently reported as having secure login areas through schools' websites, although around a quarter of other school staff and pupils were also reported as having secure login areas. On the whole, more secondary schools reported that teachers, other school staff and pupils had access to secure

<sup>5</sup> This table includes respondents who provided a valid response. Please note the small N in some cases.

login areas through their schools' websites compared with primary and special schools.

**Table 2.24 Q24 Does your school have its own intranet?**

|                  | <b>Response</b> | <b>%</b> |
|------------------|-----------------|----------|
| <b>Primary</b>   | No              | 84       |
|                  | Yes             | 14       |
|                  | No response     | 3        |
|                  | <b>N = 176</b>  |          |
| <b>Secondary</b> | Yes             | 65       |
|                  | No              | 33       |
|                  | No response     | 2        |
|                  | <b>N = 184</b>  |          |
| <b>Special</b>   | No              | 60       |
|                  | Yes             | 39       |
|                  | No response     | 1        |
|                  | <b>N = 201</b>  |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008

Over half of secondary schools reported having their own intranets compared with just over one-third of special schools and less than one-fifth of primary schools.

**Table 2.25 Q25 Which of the following can access your school intranet?**

|                  | <b>Response</b>    | <b>%</b> |
|------------------|--------------------|----------|
| <b>Primary</b>   | Teachers           | 100      |
|                  | Other school staff | 96       |
|                  | Pupils             | 63       |
|                  | Parents            | 4        |
|                  | No response        | 0        |
|                  | <b>N = 24</b>      |          |
| <b>Secondary</b> | Teachers           | 99       |
|                  | Other school staff | 90       |
|                  | Pupils             | 85       |
|                  | Parents            | 7        |
|                  | No response        | 1        |
|                  | <b>N = 120</b>     |          |
| <b>Special</b>   | Teachers           | 100      |
|                  | Other school staff | 94       |
|                  | Pupils             | 64       |
|                  | Parents            | 3        |
|                  | No response        | 0        |
|                  | <b>N = 78</b>      |          |

More than one answer could be given, so percentages do not sum to 100.

A filter question of Q24.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

As a whole, all teachers across each school sector were reported as being able to access their schools' intranets. The majority of other school staff and around three-quarters of pupils were also able to access their schools' intranets.

The access for these individuals was fairly similar across primary, secondary and special schools, although more pupils in secondary schools (85 per cent) were reported as being able to access their schools' intranets compared with 64 per cent in special schools and 63 per cent in primary schools.

**Table 2.26 Q26 Which of the following users can download material from your school intranet?**

|                  | <b>Response</b>    | <b>%</b> |
|------------------|--------------------|----------|
| <b>Primary</b>   | Teachers           | 96       |
|                  | Other school staff | 88       |
|                  | Pupils             | 54       |
|                  | Parents            | 4        |
|                  | No response        | 4        |
|                  | <b>N = 24</b>      |          |
| <b>Secondary</b> | Teachers           | 95       |
|                  | Other school staff | 85       |
|                  | Pupils             | 81       |
|                  | Parents            | 8        |
|                  | No response        | 5        |
|                  | <b>N = 120</b>     |          |
| <b>Special</b>   | Teachers           | 95       |
|                  | Other school staff | 90       |
|                  | Pupils             | 49       |
|                  | Parents            | 1        |
|                  | No response        | 5        |
|                  | <b>N = 78</b>      |          |

More than one answer could be given, so percentages do not sum to 100.

A filter question of Q24.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Across all sectors, the majority of respondents said that teachers could download material from their schools' intranets. Most respondents also reported that other school staff and pupils were able to download material from their schools' intranets.

The findings were broadly similar across each of the school sectors, apart from the propensity for pupils to download material from the school intranet, which was greater in secondary schools (81 per cent) than in primary or special schools (54 per cent and 49 per cent respectively).

### **Table 2.27 Q27 If your school has a network for learning, who can access your school network from outside the school?**

|  | <b>Response</b> | <b>%</b> |
|--|-----------------|----------|
|--|-----------------|----------|

|                  | <b>Response</b>                             | <b>%</b> |
|------------------|---|----------|
| <b>Primary</b>   | School does not have a network for learning | 59       |
|                  | No-one                                      | 14       |
|                  | Senior teaching or administrative staff     | 13       |
|                  | Other teachers                              | 11       |
|                  | Other school staff                          | 7        |
|                  | Pupils                                      | 7        |
|                  | Parents or carers                           | 2        |
|                  | No response                                 | 15       |
|                  | <b>N = 176</b>                              |          |
| <b>Secondary</b> | Senior teaching or administrative staff     | 44       |
|                  | Other teachers                              | 42       |
|                  | Pupils                                      | 38       |
|                  | Other school staff                          | 36       |
|                  | School does not have a network for learning | 35       |
|                  | Parents or carers                           | 11       |
|                  | No-one                                      | 10       |
|                  | No response                                 | 12       |
|                  | <b>N = 184</b>                              |          |
| <b>Special</b>   | School does not have a network for learning | 59       |
|                  | Senior teaching or administrative staff     | 18       |
|                  | No-one                                      | 15       |
|                  | Other teachers                              | 15       |
|                  | Other school staff                          | 12       |
|                  | Pupils                                      | 6        |
|                  | Parents or carers                           | 4        |
|                  | No response                                 | 11       |
|                  | <b>N = 201</b>                              |          |

More than one answer could be given, so percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008

Around half of respondents said that their schools did not have a network for learning. This number was proportionally greater in primary and special schools. In both primary and special schools, 59 per cent of respondents said that their schools did not have a network for learning compared with 35 per cent of respondents in secondary schools.

In the cases where schools did have a network for learning, around a quarter reported that senior teaching or administrative staff could access the network from outside the school, and just under a quarter said that the network could be accessed from outside the school by other teachers.

**Table 2.28 Q20 Are you able to access the school's network from home?**

|                  | <b>Response</b> | <b>%</b> |
|------------------|-----------------|----------|
| <b>Primary</b>   | No              | 72       |
|                  | Don't know      | 12       |
|                  | Yes             | 8        |
|                  | No response     | 8        |
|                  | <b>N = 419</b>  |          |
| <b>Secondary</b> | No              | 45       |
|                  | Yes             | 40       |
|                  | Don't know      | 10       |
|                  | No response     | 5        |
|                  | <b>N = 793</b>  |          |
| <b>Special</b>   | No              | 67       |
|                  | Yes             | 16       |
|                  | Don't know      | 10       |
|                  | No response     | 8        |
|                  | <b>N = 466</b>  |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008

Many respondents indicated that they could not access their schools' networks from home, but there were variations between the three sectors. More teachers in

secondary schools indicated that they were able to access the school's network from home. In primary schools, 8 per cent of teachers said they had home access.

**Table 2.29 Q21 Do you access the network from home via a broadband connection?**

|                  | <b>Response</b> | <b>%</b> |
|------------------|-----------------|----------|
| <b>Primary</b>   | Yes             | 77       |
|                  | No              | 17       |
|                  | Don't know      | 6        |
|                  | No response     | 0        |
|                  | <b>N = 35</b>   |          |
| <b>Secondary</b> | Yes             | 85       |
|                  | No              | 13       |
|                  | Don't know      | 1        |
|                  | No response     | 2        |
|                  | <b>N = 318</b>  |          |
| <b>Special</b>   | Yes             | 78       |
|                  | No              | 19       |
|                  | Don't know      | 0        |
|                  | No response     | 3        |
|                  | <b>N = 73</b>   |          |

Due to rounding, percentages do not sum to 100.

A filter question of Q20.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Of those teachers who indicated that they access their schools' networks from home, the great majority did so using a broadband connection. Again, this tendency was more pronounced within secondary schools.

### 3. Management, leadership and administration

#### 3.1 ICT strategy and leadership

**Table 3.1 Q4 Does your school have a written strategy or improvement plan for ICT and/or e-learning?**

|                  | Response  | %  |
|------------------|---|----|
| <b>Primary</b>   | Yes, it is embedded within the whole-school development/improvement plan        | 70 |
|                  | Yes, we have a separate ICT strategy/plan (separate from whole-school strategy) | 22 |
|                  | No, we don't have a written strategy/plan                                       | 4  |
|                  | No response   | 4  |
|                  | <b>N = 159</b>  |    |
| <b>Secondary</b> | Yes, it is embedded within the whole-school development/improvement plan        | 62 |
|                  | Yes, we have a separate ICT strategy/plan (separate from whole-school strategy) | 23 |
|                  | No, we don't have a written strategy/plan                                       | 11 |
|                  | No response   | 3  |
|                  | <b>N = 150</b>  |    |
| <b>Special</b>   | Yes, it is embedded within the whole-school development/improvement plan        | 71 |
|                  | Yes, we have a separate ICT strategy/plan (separate from whole-school strategy) | 22 |
|                  | No, we don't have a written strategy/plan                                       | 4  |
|                  | No response   | 4  |
|                  | <b>N = 193</b>  |    |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

The majority – over two-thirds – of improvement plans were embedded within the whole-school development plan. Just under a quarter of respondents (22 per cent) indicated that they had a separate ICT strategy or plan. There were no major differences between the sectors, although secondary school leaders were less likely to have any sort of written strategy or plan (11 per cent) than their primary or special school counterparts (both 4 per cent).

**Table 3.2 Q5a How often is this strategy/plan reviewed?**

|                  | <b>Response</b>         | <b>%</b> |
|------------------|-------------------------|----------|
| <b>Primary</b>   | At least annually       | 84       |
|                  | About every two years   | 13       |
|                  | About every three years | 2        |
|                  | Less often              | 1        |
|                  | No response             | 1        |
|                  | <b>N = 146</b>          |          |
| <b>Secondary</b> | At least annually       | 84       |
|                  | About every two years   | 9        |
|                  | About every three years | 4        |
|                  | Less often              | 1        |
|                  | No response             | 3        |
|                  | <b>N = 128</b>          |          |
| <b>Special</b>   | At least annually       | 86       |
|                  | About every two years   | 7        |
|                  | About every three years | 4        |
|                  | Less often              | 0        |
|                  | No response             | 2        |
|                  | <b>N = 179</b>          |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008

The vast majority of school leaders reviewed their ICT strategies/plans (whether embedded or separate) annually. The remainder of the sample reviewed their plans every two to three years. There were no significant differences between sectors regarding the timing of reviews.

**Table 3.3a Q6 Please identify which of the following elements are addressed in the strategy AND identify up to three elements which you are prioritising this year**

**Primary**

| <b>Response</b>   | <b>Elements addressed in ICT strategy<br/>%</b> | <b>Elements prioritising this year<br/>%</b> |
|---|---|--|
| Replacement of equipment  | 80  | 43   |
| Teacher CPD   | 73  | 36   |
| Investments in school ICT infrastructure                          | 61  | 28   |
| E-safety  | 54  | 15   |
| Acceptable use policy   | 47  | 8  |
| Participation in the SRF  | 45  | 18   |
| Using technology for personalising learning                       | 38  | 19   |
| Use of learning platform  | 34  | 26   |
| Documented data protection policy                                 | 34  | 1  |
| Policy on safe disposal of equipment                              | 30  | 2  |
| Purchasing of learning platform                                   | 25  | 17   |
| Using technology to offer integrated services via extended school | 14  | 6  |
| Participation in home access scheme                               | 14  | 4  |
| Other   | 5   | 1  |
| No response   | 3   | 9  |
|   | <b>N = 146</b>                                  | <b>N = 127</b>                               |

More than one answer could be given, so percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

**Table 3.3b Q6 Please identify which of the following elements are addressed in the strategy AND identify up to three elements which you are prioritising this year**

**Secondary**

| <b>Response</b>   | <b>Elements addressed in ICT strategy<br/>%</b> | <b>Elements prioritising this year<br/>%</b> |
|---|---|--|
| Replacement of equipment  | 84  | 31   |
| Investments in school ICT infrastructure                          | 75  | 32   |
| Use of learning platform  | 73  | 55   |
| Using technology for personalising learning                       | 66  | 43   |
| Acceptable use policy   | 64  | 5  |
| Teacher CPD   | 63  | 28   |
| E-safety  | 63  | 13   |
| Documented data protection policy                                 | 48  | 5  |
| Purchasing of learning platform                                   | 44  | 23   |
| Participation in the SRF  | 42  | 22   |
| Participation in home access scheme                               | 37  | 10   |
| Policy on safe disposal of equipment                              | 23  | 3  |
| Using technology to offer integrated services via extended school | 22  | 5  |
| Other   | 2   | 3  |
| No response   | 4   | 3  |
|   | <b>N = 128</b>                                  | <b>N = 107</b>                               |

More than one answer could be given, so percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

**Table 3.3c Q6 Please identify which of the following elements are addressed in the strategy AND identify up to three elements which you are prioritising this year**

**Special**

| <b>Response</b>   | <b>Elements addressed in ICT strategy<br/>%</b> | <b>Elements prioritising this year<br/>%</b> |
|---|---|--|
| Replacement of equipment  | 80  | 42   |
| Teacher CPD   | 76  | 38   |
| Investments in school ICT infrastructure                          | 70  | 36   |
| Participation in the SRF  | 56  | 16   |
| E-safety  | 54  | 11   |
| Using technology for personalising learning                       | 52  | 25   |
| Acceptable use policy   | 52  | 8  |
| Documented data protection policy                                 | 46  | 3  |
| Use of learning platform  | 35  | 31   |
| Policy on safe disposal of equipment                              | 34  | 3  |
| Purchasing of learning platform                                   | 28  | 14   |
| Participation in home access scheme                               | 20  | 10   |
| Using technology to offer integrated services via extended school | 12  | 4  |
| Other   | 5   | 6  |
| No response   | 3   | 8  |
|   | <b>N = 179</b>                                  | <b>N = 159</b>                               |

More than one answer could be given, so percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

The top priority, in just over 40 per cent of special and primary schools, was replacing equipment. Teachers' continuing professional development (CPD) was also a priority for over one-third of primary and special schools. For just over half of secondary schools, using a learning platform was a priority over the coming year.

**Table 3.4 Q7 Who is involved in developing your school's whole-school ICT development strategy or plan for improvement? Who has the key responsibility for this plan?**

|                  | <b>Response</b>                                 | <b>Involved in %</b> | <b>Has key responsibility %</b> |
|------------------|---|----------------------|---------------------------------|
| <b>Primary</b>   | Headteacher                                     | 87                   | 21                              |
|                  | ICT co-ordinator/ICT subject leader/head of ICT | 81                   | 53                              |
|                  | School leadership team                          | 66                   | 7                               |
|                  | Governors                                       | 64                   | 0                               |
|                  | ICT technical staff                             | 36                   | 1                               |
|                  | No response                                     | 2                    | 18                              |
|                  | <b>N = 146</b>                                  |                      |                                 |
| <b>Secondary</b> | School leadership team                          | 90                   | 38                              |
|                  | ICT co-ordinator/ICT subject leader/head of ICT | 90                   | 32                              |
|                  | Headteacher                                     | 81                   | 11                              |
|                  | ICT technical staff                             | 72                   | 2                               |
|                  | Governors                                       | 63                   | 0                               |
|                  | No response                                     | 3                    | 18                              |
|                  | <b>N = 128</b>                                  |                      |                                 |
| <b>Special</b>   | ICT co-ordinator/ICT subject leader/head of ICT | 87                   | 57                              |
|                  | Headteacher                                     | 84                   | 13                              |
|                  | School leadership team                          | 75                   | 7                               |
|                  | Governors                                       | 61                   | 2                               |
|                  | ICT technical staff                             | 61                   | 0                               |
|                  | No response                                     | 2                    | 22                              |
|                  | <b>N = 179</b>                                  |                      |                                 |

More than one answer could be given, so percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

A range of personnel tended to be involved (in some way) in developing the school's ICT strategy, but the key responsibility was likely to lie with the ICT co-ordinator (or head of ICT), the headteacher or the school leadership team.

Primary headteachers were more likely than headteachers in the other sectors to have key responsibility for the strategy: 21 per cent compared with 13 per cent (special schools) and 11 per cent (secondary schools).

In secondary schools, delegation of this task was more likely, with the school leadership team being most likely to have this responsibility (38 per cent).

### **Table 3.5 Q8 What level of priority do the following ways of using technology to support learning have in your school over the next three years?**

#### **Primary**

| <b>Response</b>   | <b>Low priority<br/>%</b> | <b>Medium priority<br/>%</b> | <b>High priority<br/>%</b> | <b>Don't know<br/>%</b> | <b>No response<br/>%</b> |
|---|---------------------------|------------------------------|----------------------------|-------------------------|--------------------------|
| <b>Teaching and learning</b>  |                           |                              |                            |                         |                          |
| Using technology to extend learning beyond the classroom            | 14                        | 39                           | 38                         | 3                       | 6                        |
| Using technology to support personalising learning                  | 9                         | 37                           | 47                         | 2                       | 5                        |
| Using technology to promote independent learning                    | 4                         | 36                           | 57                         | 0                       | 2                        |
| <b>Management and administration</b>                                |                           |                              |                            |                         |                          |
| Using technology to <i>assess</i> learner progress                  | 14                        | 28                           | 51                         | 2                       | 4                        |
| Using technology to <i>inform</i> the learning and teaching process | 7                         | 28                           | 58                         | 1                       | 5                        |
| Using technology to <i>record</i> learner progress                  | 4                         | 25                           | 68                         | 1                       | 3                        |

| <b>Response</b>   | <b>Low priority<br/>%</b> | <b>Medium priority<br/>%</b> | <b>High priority<br/>%</b> | <b>Don't know<br/>%</b> | <b>No response<br/>%</b> |
|---|---------------------------|------------------------------|----------------------------|-------------------------|--------------------------|
| <b>Communication and collaboration</b>  |                           |                              |                            |                         |                          |
| Using technology to establish links with educational institutions at a distance | 38                        | 36                           | 14                         | 5                       | 7                        |
| Using technology to improve communication with parents                          | 18                        | 43                           | 33                         | 1                       | 5                        |
| <b>Delivery of integrated services of extended schools</b>                      |                           |                              |                            |                         |                          |
| Using technology to provide parenting and family support                        | 48                        | 31                           | 8                          | 6                       | 7                        |
| Using technology to access to targeted and specialist services                  | 48                        | 30                           | 9                          | 6                       | 8                        |
| <b>Study support</b>  |                           |                              |                            |                         |                          |
| Using technology to provide study support for learners                          | 36                        | 36                           | 14                         | 6                       | 7                        |
| <b>N = 159</b>  |                           |                              |                            |                         |                          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

**Table 3.5a What level of priority do the following ways of using technology to support learning have in your school over the next three years? (Responses in ranked order)<sup>6</sup>**

|         | Response  | N   | Mean |
|---------|---|-----|------|
| Primary | Using technology to record progress   | 153 | 2.67 |
|         | Using technology to inform the teaching and learning process                    | 149 | 2.55 |
|         | Using technology to promote Independent learning                                | 156 | 2.54 |
|         | Using technology to support personalising learning                              | 148 | 2.40 |
|         | Using technology to assess learner progress                                     | 149 | 2.39 |
|         | Using technology to extend learning beyond the classroom                        | 145 | 2.27 |
|         | Using technology to improve communication with parents                          | 149 | 2.17 |
|         | Using technology to provide study support for learners                          | 138 | 1.75 |
|         | Using technology to establish links with educational institutions at a distance | 140 | 1.74 |
|         | Using technology to provide access to targeted and specialist services          | 137 | 1.55 |
|         | Using technology to provide access to provide parenting and family support      | 139 | 1.53 |

Source: NFER Harnessing Technology School Leadership Survey 2008.

School senior leaders were asked to report on the priority that certain ways of using technology to support learning had in their schools over the next three years (Table 3.5). In addition, this information was further analysed to provide a ranked score for each of the response options.

Table 3.5a provides information on the average score that senior leaders in primary schools assigned to any one particular response option. Using technology to record progress had the highest average score. This was similarly the case in secondary

<sup>6</sup> Responses from Table 3.5 were each assigned a score (low priority = 1, medium priority = 2, high priority = 3). The mean score was then calculated for each response option and responses ranked from highest to lowest score. Respondents who provided a 'don't know' response were excluded from this analysis.

(Table 3.6a) and special (Table 3.7a) schools. Using ICT to provide access to targeted and specialist services, and to provide parenting and family support, were, on average, the two areas that schools across the sectors prioritised the least.

**Table 3.6 Q8 What level of priority do the following ways of using technology to support learning have in your school over the next three years?**

**Secondary**

| <b>Response</b>   | <b>Low priority</b><br>% | <b>Medium priority</b><br>% | <b>High priority</b><br>% | <b>Don't know</b><br>% | <b>No response</b><br>% |
|---|--------------------------|-----------------------------|---------------------------|------------------------|-------------------------|
| <b>Teaching and learning</b>  |                          |                             |                           |                        |                         |
| Using technology to support personalising learning                              | 2                        | 31                          | 63                        | 1                      | 3                       |
| Using technology to promote independent learning                                | 1                        | 25                          | 71                        | 0                      | 3                       |
| Using technology to extend learning beyond the classroom                        | 1                        | 26                          | 69                        | 0                      | 3                       |
| <b>Management and administration</b>  |                          |                             |                           |                        |                         |
| Using technology to <i>assess</i> learner progress                              | 7                        | 30                          | 59                        | 1                      | 3                       |
| Using technology to <i>inform</i> the learning and teaching process             | 2                        | 29                          | 63                        | 2                      | 4                       |
| Using technology to <i>record</i> learner progress                              | 1                        | 21                          | 74                        | 1                      | 3                       |
| <b>Communication and collaboration</b>  |                          |                             |                           |                        |                         |
| Using technology to establish links with educational institutions at a distance | 35                       | 47                          | 13                        | 1                      | 3                       |
| Using technology to improve communication with parents                          | 5                        | 42                          | 48                        | 0                      | 5                       |
| <b>Delivery of integrated services of extended schools</b>                      |                          |                             |                           |                        |                         |
| Using technology to provide   | 48                       | 37                          | 6                         | 6                      | 3                       |

| <b>Response</b>  | <b>Low priority</b><br>% | <b>Medium priority</b><br>% | <b>High priority</b><br>% | <b>Don't know</b><br>% | <b>No response</b><br>% |
|--|--------------------------|-----------------------------|---------------------------|------------------------|-------------------------|
| parenting and family support                                   |                          |                             |                           |                        |                         |
| Using technology to access to targeted and specialist services | 43                       | 42                          | 4                         | 7                      | 4                       |
| <b>Study support</b>   |                          |                             |                           |                        |                         |
| Using technology to provide study support for learners         | 7                        | 35                          | 55                        | 1                      | 3                       |
| <b>N =150</b>  |                          |                             |                           |                        |                         |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

**Table 3.6a What level of priority do the following ways of using technology to support learning have in your school over the next three years? (Responses in ranked order)<sup>7</sup>**

|                  | <b>Response</b>  | <b>N</b> | <b>Mean</b> |
|------------------|--|----------|-------------|
| <b>Secondary</b> | Using technology to record progress                          | 144      | 2.76        |
|                  | Using technology to promote Independent learning             | 145      | 2.73        |
|                  | Using technology to extend learning beyond the classroom     | 145      | 2.70        |
|                  | Using technology to inform the teaching and learning process | 141      | 2.65        |
|                  | Using technology to support personalising learning           | 144      | 2.64        |
|                  | Using technology to assess learner progress                  | 144      | 2.53        |
|                  | Using technology to provide study support for learners       | 144      | 2.50        |
|                  | Using technology to improve communication with parents       | 143      | 2.45        |

<sup>7</sup> Responses from Table 3.6 were each assigned a score (low priority = 1, medium priority = 2, high priority = 3). The mean score was then calculated for each response option and responses ranked from highest to lowest score. Respondents who provided a 'don't know' response were excluded from this analysis.

|  | <b>Response</b>   | <b>N</b> | <b>Mean</b> |
|--|---|----------|-------------|
|  | Using technology to establish links with educational institutions at a distance | 143      | 1.77        |
|  | Using technology to provide access to targeted and specialist services          | 134      | 1.56        |
|  | Using technology to provide access to provide parenting and family support      | 136      | 1.54        |

Source: NFER Harnessing Technology School Leadership Survey 2008.

**Table 3.7 Q8 What level of priority do the following ways of using technology to support learning have in your school over the next three years?**

**Special**

| <b>Response</b>   | <b>Low priority</b><br>% | <b>Medium priority</b><br>% | <b>High priority</b><br>% | <b>Don't know</b><br>% | <b>No response</b><br>% |
|---|--------------------------|-----------------------------|---------------------------|------------------------|-------------------------|
| <b>Teaching and learning</b>  |                          |                             |                           |                        |                         |
| Using technology to extend learning beyond the classroom                        | 16                       | 41                          | 35                        | 3                      | 5                       |
| Using technology to support personalising learning                              | 5                        | 22                          | 70                        | 1                      | 2                       |
| Using technology to promote independent learning                                | 4                        | 26                          | 69                        | 1                      | 1                       |
| <b>Management and administration</b>  |                          |                             |                           |                        |                         |
| Using technology to <i>assess</i> learner progress                              | 7                        | 32                          | 58                        | 1                      | 3                       |
| Using technology to <i>inform</i> the learning and teaching process             | 7                        | 31                          | 59                        | 1                      | 3                       |
| Using technology to <i>record</i> learner progress                              | 4                        | 20                          | 75                        | 0                      | 2                       |
| <b>Communication and collaboration</b>  |                          |                             |                           |                        |                         |
| Using technology to establish links with educational institutions at a distance | 37                       | 40                          | 19                        | 1                      | 4                       |

| <b>Response</b>  | <b>Low priority</b><br>% | <b>Medium priority</b><br>% | <b>High priority</b><br>% | <b>Don't know</b><br>% | <b>No response</b><br>% |
|--|--------------------------|-----------------------------|---------------------------|------------------------|-------------------------|
| Using technology to improve communication with parents         | 23                       | 48                          | 26                        | 1                      | 2                       |
| <b>Delivery of integrated services of extended schools</b>     |                          |                             |                           |                        |                         |
| Using technology to access to targeted and specialist services | 42                       | 38                          | 9                         | 4                      | 7                       |
| Using technology to provide parenting and family support       | 41                       | 41                          | 8                         | 4                      | 6                       |
| <b>Study support</b>   |                          |                             |                           |                        |                         |
| Using technology to provide study support for learners         | 36                       | 36                          | 20                        | 2                      | 6                       |
| <b>N = 193</b>   |                          |                             |                           |                        |                         |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

**Table 3.7a What level of priority do the following ways of using technology to support learning have in your school over the next three years? (Responses in ranked order)<sup>8</sup>**

|                | <b>Response</b>  | <b>N</b> | <b>Mean</b> |
|----------------|--|----------|-------------|
| <b>Special</b> | Using technology to record progress                          | 190      | 2.72        |
|                | Using technology to support personalising learning           | 188      | 2.66        |
|                | Using technology to promote Independent learning             | 191      | 2.65        |
|                | Using technology to inform the teaching and learning process | 186      | 2.54        |
|                | Using technology to assess learner progress                  | 187      | 2.52        |

<sup>8</sup> Responses from Table 3.7 were each assigned a score (low priority = 1, medium priority = 2, high priority = 3). The mean score was then calculated for each response option and responses ranked from highest to lowest score. Respondents who provided a 'don't know' response were excluded from this analysis.

|  | <b>Response</b>   | <b>N</b> | <b>Mean</b> |
|--|---|----------|-------------|
|  | Using technology to extend learning beyond the classroom                        | 177      | 2.21        |
|  | Using technology to improve communication with parents                          | 188      | 2.03        |
|  | Using technology to provide study support for learners                          | 178      | 1.83        |
|  | Using technology to establish links with educational institutions at a distance | 184      | 1.81        |
|  | Using technology to provide access to provide parenting and family support      | 175      | 1.64        |
|  | Using technology to provide access to targeted and specialist services          | 172      | 1.63        |

Source: NFER Harnessing Technology School Leadership Survey 2008.

### 3.2 Finance

**Table 3.8 Q10 What percentage of your overall school budget in this financial year is/will be spent on ICT equipment, software, connectivity, ICT support?**

|                  | <b>Response</b> | <b>Mean</b> | <b>Median</b> | <b>Min</b> | <b>Max</b> | <b>N</b> |
|------------------|-----------------|-------------|---------------|------------|------------|----------|
| <b>Primary</b>   | Quantity        | 8           | 4             | 1          | 75         | 97       |
|                  | ICT equipment   | 7           | 3             | 1          | 75         | 60       |
|                  | Connectivity    | 5           | 1             | 1          | 75         | 47       |
|                  | ICT support     | 4           | 2             | 1          | 20         | 54       |
|                  | Software        | 3           | 1             | 1          | 17         | 39       |
| <b>Secondary</b> | ICT equipment   | 7           | 2             | 1          | 75         | 49       |
|                  | Quantity        | 6           | 4             | 1          | 40         | 99       |
|                  | ICT support     | 5           | 2             | 1          | 50         | 40       |
|                  | Connectivity    | 3           | 1             | 1          | 25         | 26       |
|                  | Software        | 2           | 1             | 1          | 10         | 31       |
| <b>Special</b>   | ICT equipment   | 6           | 2             | 1          | 70         | 57       |

|  | <b>Response</b> | <b>Mean</b> | <b>Median</b> | <b>Min</b> | <b>Max</b> | <b>N</b> |
|--|-----------------|-------------|---------------|------------|------------|----------|
|  | Connectivity    | 6           | 1             | 1          | 33         | 25       |
|  | Quantity        | 5           | 3             | 1          | 85         | 115      |
|  | Software        | 5           | 1             | 1          | 60         | 33       |
|  | ICT support     | 4           | 1             | 1          | 33         | 41       |

Source: NFER Harnessing Technology School Leadership Survey 2008.

Estimated spending patterns across all sectors were similar, although special school leaders estimated a slightly smaller average ICT spend overall and a slightly larger average spend on connectivity than did leaders in the primary and secondary sectors.

**Table 3.9 Q11 What level of priority do the following types of ICT spending have for investment in your school over the next three years?**

|                  | <b>Response</b>                | <b>Low priority</b> | <b>Medium priority</b> | <b>High priority</b> | <b>Don't know</b> | <b>No response</b> |
|------------------|--------------------------------|---------------------|------------------------|----------------------|-------------------|--------------------|
|                  |                                | <b>%</b>            | <b>%</b>               | <b>%</b>             | <b>%</b>          | <b>%</b>           |
| <b>Primary</b>   | External strategic consultancy | 52                  | 22                     | 6                    | 8                 | 11                 |
|                  | Software                       | 26                  | 42                     | 26                   | 1                 | 6                  |
|                  | Connectivity                   | 26                  | 29                     | 32                   | 3                 | 9                  |
|                  | Learning platform              | 19                  | 25                     | 33                   | 11                | 12                 |
|                  | ICT-related CPD                | 10                  | 47                     | 35                   | 1                 | 7                  |
|                  | ICT equipment                  | 10                  | 32                     | 54                   | 0                 | 0                  |
|                  | Technical support and advice   | 9                   | 48                     | 36                   | 1                 | 6                  |
|                  | <b>N = 159</b>                 |                     |                        |                      |                   |                    |
| <b>Secondary</b> | External strategic consultancy | 47                  | 31                     | 10                   | 3                 | 9                  |
|                  | Connectivity                   | 22                  | 37                     | 35                   | 1                 | 6                  |
|                  | Technical                      | 14                  | 41                     | 37                   | 1                 | 7                  |

|                | <b>Response</b>                | <b>Low priority %</b> | <b>Medium priority %</b> | <b>High priority %</b> | <b>Don't know %</b> | <b>No response %</b> |
|----------------|--------------------------------|-----------------------|--------------------------|------------------------|---------------------|----------------------|
|                | support and advice             |                       |                          |                        |                     |                      |
|                | ICT-related CPD                | 13                    | 57                       | 23                     | 1                   | 6                    |
|                | Software                       | 13                    | 54                       | 25                     | 1                   | 6                    |
|                | Learning platform              | 7                     | 28                       | 57                     | 1                   | 7                    |
|                | ICT equipment                  | 3                     | 35                       | 57                     | 0                   | 5                    |
|                | <b>N = 150</b>                 |                       |                          |                        |                     |                      |
| <b>Special</b> | External strategic consultancy | 49                    | 29                       | 7                      | 3                   | 11                   |
|                | Connectivity                   | 22                    | 36                       | 32                     | 1                   | 9                    |
|                | Learning platform              | 22                    | 23                       | 31                     | 7                   | 17                   |
|                | Technical support and advice   | 9                     | 44                       | 40                     | 1                   | 7                    |
|                | ICT-related CPD                | 8                     | 47                       | 36                     | 2                   | 8                    |
|                | Software                       | 3                     | 44                       | 47                     | 1                   | 6                    |
|                | ICT equipment                  | 3                     | 34                       | 57                     | 1                   | 6                    |
|                | <b>N = 193</b>                 |                       |                          |                        |                     |                      |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

**Table 3.9a Q11 What level of priority do the following types of ICT spending have for investment in your school over the next three years? (Responses in ranked order)<sup>9</sup>**

|                  | <b>Response</b>                | <b>N</b> | <b>Mean</b> |
|------------------|--------------------------------|----------|-------------|
| <b>Primary</b>   | ICT equipment                  | 153      | 2.46        |
|                  | Technical support and advice   | 148      | 2.29        |
|                  | ICT-related CPD                | 146      | 2.27        |
|                  | Learning platform              | 123      | 2.17        |
|                  | Connectivity                   | 139      | 2.06        |
|                  | Software                       | 149      | 2.00        |
|                  | External strategic consultancy | 128      | 1.43        |
| <b>Secondary</b> | ICT equipment                  | 142      | 2.58        |
|                  | Learning platform              | 137      | 2.55        |
|                  | Technical support and advice   | 138      | 2.25        |
|                  | Connectivity                   | 140      | 2.14        |
|                  | Software                       | 139      | 2.13        |
|                  | ICT-related CPD                | 140      | 2.10        |
|                  | External strategic consultancy | 132      | 1.58        |
| <b>Special</b>   | ICT equipment                  | 180      | 2.58        |
|                  | Software                       | 180      | 2.47        |
|                  | Technical support and advice   | 179      | 2.34        |
|                  | ICT-related CPD                | 175      | 2.31        |
|                  | Learning platform              | 148      | 2.11        |
|                  | Connectivity                   | 174      | 2.10        |
|                  | External strategic consultancy | 165      | 1.51        |

Source: NFER Harnessing Technology School Leadership Survey 2008.

School senior leaders were asked what priority that certain types of ICT spending had in their schools over the next three years (Table 3.9). This information was further analysed to provide a ranked score for each of the response options. Table

<sup>9</sup> Responses from Table 3.9 were each assigned a score (low priority = 1, medium priority = 2, high priority = 3). The mean score was then calculated for each response option and responses ranked from highest to lowest score. Respondents who provided a 'don't know' response were excluded from this analysis.

3.9a provides information on the average score that senior leaders, in each of the sectors, assigned to any one particular response option. ICT equipment was (on average) ranked as the area with the highest priority across each of the sectors. ICT spending on external strategic consultancy was the area with the lowest priority for schools across each of the sectors in terms of investment.

**Table 3.10 Q12 If you are planning to invest in your network's current infrastructure in the next 12 months, which best-value purchasing mechanism are you most likely to use to ensure aggregated savings?**

|                  | Response                                   | %  |
|------------------|--|----|
| <b>Primary</b>   | Local authority purchasing framework       | 40 |
|                  | Other                                      | 8  |
|                  | Public procurement consortia, eg ESPO, CBC | 1  |
|                  | Becta Infrastructure Services Framework    | 1  |
|                  | Becta Learning Services Framework          | 1  |
|                  | OGC Catalist                               | 0  |
|                  | None                                       | 31 |
|                  | No response                                | 18 |
|                  | <b>N = 159</b>                             |    |
| <b>Secondary</b> | Local authority purchasing framework       | 38 |
|                  | Other                                      | 5  |
|                  | Becta Infrastructure Services Framework    | 3  |
|                  | Becta Learning Services Framework          | 3  |
|                  | OGC Catalist                               | 2  |
|                  | Public procurement consortia, eg ESPO, CBC | 1  |
|                  | None                                       | 35 |
|                  | No response                                | 14 |
|                  | <b>N = 150</b>                             |    |

|                | <b>Response</b>                           | <b>%</b> |
|----------------|---|----------|
| <b>Special</b> | Local authority purchasing framework      | 39       |
|                | Other                                     | 6        |
|                | Public procurement consortia eg ESPO, CBC | 3        |
|                | Becta Learning Services Framework         | 2        |
|                | OGC Catalist                              | 1        |
|                | Becta Infrastructure Services Framework   | 0        |
|                | None                                      | 35       |
|                | No response                               | 15       |
|                | <b>N = 193</b>                            |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

For those schools that were likely to be investing in their network's current infrastructure in the next 12 months, the best-value purchasing mechanism that schools leaders said they were most likely to use was a local authority purchasing framework (over one-third in each sector).

### 3.3 Use of ICT in school management and communication

**Table 3.11 Q19 Does your school have the following?**

|                | <b>Response</b>  | <b>Yes</b> | <b>No</b> | <b>No response</b> |
|----------------|--|------------|-----------|--------------------|
| <b>Primary</b> | An electronic system for recording learner attainment? | 87         | 8         | 4                  |
|                | An electronic system for recording learner attendance? | 82         | 16        | 2                  |
|                | A management information system (MIS)?                 | 81         | 12        | 8                  |
|                | An electronic system for recording behaviour issues?   | 23         | 66        | 11                 |
|                | <b>N =159</b>  |            |           |                    |

|                  | <b>Response</b>  | <b>Yes</b> | <b>No</b> | <b>No response</b> |
|------------------|--|------------|-----------|--------------------|
| <b>Secondary</b> | A management information system (MIS)?                 | 95         | 3         | 3                  |
|                  | An electronic system for recording learner attainment? | 95         | 3         | 3                  |
|                  | An electronic system for recording learner attendance? | 85         | 10        | 5                  |
|                  | An electronic system for recording behaviour issues?   | 79         | 16        | 5                  |
|                  | <b>N = 150</b>   |            |           |                    |
| <b>Special</b>   | A management information system (MIS)?                 | 80         | 8         | 12                 |
|                  | An electronic system for recording learner attainment? | 75         | 15        | 6                  |
|                  | An electronic system for recording learner attendance? | 66         | 25        | 9                  |
|                  | An electronic system for recording behaviour issues?   | 37         | 52        | 11                 |
|                  | <b>N = 193</b>   |            |           |                    |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

Generally, secondary schools reported higher proportions of electronic management systems. Secondary schools were three times more likely than primary schools to have an electronic system for recording behaviour issues. The proportionate difference between school sectors with respect to management information systems was least striking.

**Table 3.12 Q20 What do you use to do the following tasks?**

| Response  | MIS<br>% | Spreadsheet<br>% | Database<br>% | Word processor<br>% | Paper based<br>% | No response<br>% |
|---|----------|------------------|---------------|---------------------|------------------|------------------|
| <b>Primary</b>  |          |                  |               |                     |                  |                  |
| Accounting and financial administration                               | 72       | 33               | 17            | 11                  | 6                | 9                |
| Monitoring pupil attendance   | 70       | 10               | 19            | 3                   | 13               | 7                |
| Year end accounts   | 68       | 34               | 12            | 7                   | 6                | 11               |
| Budget preparation  | 60       | 44               | 14            | 11                  | 7                | 9                |
| Monitoring pupil achievement  | 32       | 55               | 28            | 18                  | 17               | 5                |
| Monitoring pupil behaviour  | 18       | 6                | 6             | 21                  | 57               | 16               |
| Monitoring teacher performance management                             | 3        | 8                | 4             | 69                  | 34               | 8                |
| Reporting to parents (on pupil attendance, behaviour and achievement) | 21       | 3                | 13            | 72                  | 26               | 5                |
| <b>N =159</b>   |          |                  |               |                     |                  |                  |

| <b>Response</b>   | <b>MIS<br/>%</b> | <b>Spreadsheet<br/>%</b> | <b>Database<br/>%</b> | <b>Word processor<br/>%</b> | <b>Paper based<br/>%</b> | <b>No response<br/>%</b> |
|---|------------------|--------------------------|-----------------------|-----------------------------|--------------------------|--------------------------|
| <b>Secondary</b>  |                  |                          |                       |                             |                          |                          |
| Monitoring pupil attendance   | 88               | 5                        | 7                     | 3                           | 4                        | 5                        |
| Accounting and financial administration                               | 79               | 31                       | 8                     | 9                           | 5                        | 9                        |
| Monitoring pupil achievement  | 72               | 33                       | 21                    | 7                           | 5                        | 3                        |
| Year-end accounts   | 71               | 37                       | 5                     | 4                           | 3                        | 9                        |
| Monitoring pupil behaviour  | 68               | 9                        | 15                    | 5                           | 21                       | 5                        |
| Reporting to parents (on pupil attendance, behaviour and achievement) | 65               | 9                        | 15                    | 27                          | 18                       | 5                        |
| Budget preparation  | 64               | 45                       | 6                     | 7                           | 3                        | 9                        |
| Monitoring teacher performance management                             | 13               | 16                       | 9                     | 40                          | 37                       | 9                        |
| <b>N = 150</b>  |                  |                          |                       |                             |                          |                          |
| <b>Special</b>  |                  |                          |                       |                             |                          |                          |
| Accounting and financial administration                               | 75               | 34                       | 17                    | 16                          | 12                       | 12                       |
| Budget preparation  | 63               | 43                       | 12                    | 12                          | 13                       | 13                       |
| Year-end accounts   | 69               | 32                       | 13                    | 10                          | 9                        | 13                       |

| <b>Response</b>   | <b>MIS<br/>%</b> | <b>Spreadsheet<br/>%</b> | <b>Database<br/>%</b> | <b>Word processor<br/>%</b> | <b>Paper based<br/>%</b> | <b>No response<br/>%</b> |
|---|------------------|--------------------------|-----------------------|-----------------------------|--------------------------|--------------------------|
| Monitoring pupil attendance   | 60               | 13                       | 18                    | 7                           | 17                       | 13                       |
| Monitoring pupil achievement  | 34               | 37                       | 44                    | 20                          | 23                       | 7                        |
| Reporting to parents (on pupil attendance, behaviour and achievement) | 17               | 3                        | 9                     | 69                          | 37                       | 7                        |
| Monitoring pupil behaviour  | 14               | 10                       | 21                    | 23                          | 46                       | 17                       |
| Monitoring teacher performance management                             | 4                | 7                        | 10                    | 59                          | 44                       | 11                       |
| <b>N = 193</b>  |                  |                          |                       |                             |                          |                          |

More than one answer could be given, so percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

In secondary schools, the preferred electronic system for most of the school management tasks listed (with the exception of monitoring teacher performance management) was the management information system.

In primary and special schools, senior leaders used a mix of systems according to the task (for example, spreadsheets or databases for monitoring pupil achievement, word processors for reporting to parents and monitoring teacher performance management, and paper for monitoring pupils' behaviour).

**Table 3.13 Q21 To what extent has your school's effectiveness in identifying repeated non-attendance been affected as a result of recording attendance electronically?**

|                  | Response                  | %  |
|------------------|---------------------------|----|
| <b>Primary</b>   | More effective            | 55 |
|                  | Don't know/not applicable | 21 |
|                  | No difference             | 20 |
|                  | Less effective            | 2  |
|                  | No response               | 3  |
|                  | <b>N = 159</b>            |    |
| <b>Secondary</b> | More effective            | 74 |
|                  | Don't know/not applicable | 13 |
|                  | No difference             | 9  |
|                  | Less effective            | 1  |
|                  | No response               | 4  |
|                  | <b>N = 150</b>            |    |
| <b>Special</b>   | Don't know/not applicable | 42 |
|                  | No difference             | 30 |
|                  | More effective            | 25 |
|                  | Less effective            | 0  |
|                  | No response               | 3  |
|                  | <b>N = 193</b>            |    |

More than one answer could be given, so percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

School leaders were asked about the extent to which their schools' effectiveness in identifying repeated non-attendance had been affected as a result of recording attendance data electronically. Only about 1 per cent of respondents thought that an electronic system had made the recording of absences less effective. A high proportion thought that the recording of absences had become more effective. Secondary teachers, particularly, reported a benefit from the electronic recording of non-attendance, with 74 per cent indicating that electronic recording was more effective. Nearly half of special school respondents felt unable to comment on this question.

**Table 3.14 Q22 How do you mainly organise your communications with: staff, parents and pupils?**

|                  | Response       | Only with paper % | With paper and email % | Only electronically/ paperless % | Other % | No response % |
|------------------|----------------|-------------------|------------------------|----------------------------------|---------|---------------|
| <b>Primary</b>   | Pupils         | 66                | 15                     | 0                                | 8       | 11            |
|                  | Parents        | 49                | 38                     | 1                                | 4       | 8             |
|                  | Staff          | 26                | 58                     | 3                                | 4       | 8             |
|                  | <b>N = 159</b> |                   |                        |                                  |         |               |
| <b>Secondary</b> | Parents        | 41                | 49                     | 0                                | 3       | 6             |
|                  | Pupils         | 36                | 54                     | 1                                | 4       | 5             |
|                  | Staff          | 9                 | 76                     | 9                                | 1       | 5             |
|                  | <b>N = 150</b> |                   |                        |                                  |         |               |
| <b>Special</b>   | Parents        | 61                | 29                     | 1                                | 2       | 8             |
|                  | Pupils         | 49                | 15                     | 1                                | 22      | 13            |
|                  | Staff          | 18                | 69                     | 3                                | 4       | 7             |
|                  | <b>N = 193</b> |                   |                        |                                  |         |               |

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

Although the use of electronic communications is widely thought to be increasing in schools, the exclusive use of electronic communications with staff, parents or pupils was actually quite limited, especially in primary and special schools. Communications with staff were most likely to be in a combination of paper and email formats, and with parents and pupils in a paper format; substantial proportions

of schools also used a mixed approach. Secondary schools were less likely than primary schools to use a purely paper-based approach with each group.

**Table 3.15 Q28 How can staff access the management information systems (MIS) in your school?**

|                  | <b>Response</b>  | <b>%</b> |
|------------------|--|----------|
| <b>Primary</b>   | Restricted to workstations in a separate admin network | 59       |
|                  | Restricted to specific workstations                    | 22       |
|                  | There are no restrictions                              | 4        |
|                  | Through the learning platform                          | 3        |
|                  | No response  | 12       |
|                  | <b>N = 176</b>   |          |
| <b>Secondary</b> | Restricted to specific workstations                    | 44       |
|                  | Restricted to workstations in a separate admin network | 27       |
|                  | There are no restrictions                              | 19       |
|                  | Through the learning platform                          | 6        |
|                  | No response  | 5        |
|                  | <b>N = 184</b>   |          |
| <b>Special</b>   | Restricted to workstations in a separate admin network | 55       |
|                  | Restricted to specific workstations                    | 22       |
|                  | Through the learning platform                          | 6        |
|                  | There are no restrictions                              | 3        |
|                  | No response  | 13       |
|                  | <b>N = 201</b>   |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Almost half of respondents said that access to their schools' management information system was restricted to workstations in a separate administrative network. This tended to be more evident in the primary and special school sectors compared with the secondary sector: over half of primary and special schools reported that access was restricted to workstations in a separate administrative network compared with under a third of secondary schools.

Just under a third of all respondents said that access to specific workstations was restricted. This was particularly noticeable in secondary schools: 44 per cent of respondents reported restricted access in secondary schools compared with 22 per cent of respondents in each of primary and special schools.

### 3.4 Collaboration

**Table 3.16 Q15 Is your school engaging in any partnerships/collaborative networks, in respect of using ICT, for any of the following purposes?**

|                  | Response   | %  |
|------------------|--|----|
| <b>Primary</b>   | No, my school is not engaged in any ICT partnerships/collaborative networks  | 47 |
|                  | Yes, for purchasing of a learning platform   | 21 |
|                  | Yes, for any other reason, please specify  | 17 |
|                  | Yes, for sharing digital learning resources, eg slide shows, databases, spreadsheets, multimedia files (pictures, sounds, video) | 8  |
|                  | Yes, for a website   | 4  |
|                  | No response  | 4  |
|                  | <b>N =159</b>  |    |
| <b>Secondary</b> | Yes, for purchasing of a learning platform   | 31 |
|                  | Yes, for any other reason, please specify  | 26 |
|                  | No, my school is not engaged in any ICT partnerships/collaborative networks  | 23 |
|                  | Yes, for sharing digital learning resources, eg slide shows, databases, spreadsheets, multimedia files (pictures, sounds, video) | 11 |
|                  | Yes, for a website   | 2  |
|                  | No response  | 6  |
|                  | <b>N = 150</b>   |    |

|                | <b>Response</b>  | <b>%</b> |
|----------------|--|----------|
| <b>Special</b> | No, my school is not engaged in any ICT partnerships/collaborative networks  | 37       |
|                | Yes, for any other reason, please specify  | 25       |
|                | Yes, for purchasing of a learning platform   | 20       |
|                | Yes, for sharing digital learning resources, eg slide shows, databases, spreadsheets, multimedia files (pictures, sounds, video) | 8        |
|                | Yes, for a website   | 5        |
|                | No response  | 5        |
|                | <b>N = 193</b>   |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

The highest proportion of respondents in all three sectors indicated that they were not involved in any form of collaboration.

Primary schools were considerably less likely to be engaged in a collaborative ICT partnership (47 per cent were not engaged) than either secondary schools (23 per cent) or special schools (37 per cent).

Almost a third of secondary school respondents were collaborating to purchase a learning platform (31 per cent), compared with around 20 per cent of primary and special schools.

**Table 3.17 Q16 Does your school use ICT to collaborate with other organisations in any of the following ways?**

|                  | Response  | Joint curriculum and resource development – eg online resource sharing<br>% | Joint learning and teaching activities – eg video conferencing or collaborative email projects<br>% | Continuing professional development – eg peer support activities<br>% |
|------------------|---|---|---|---|
| <b>Primary</b>   | With schools in the UK                                    | 16  | 17  | 13  |
|                  | With local authority/ regional broadband consortium (RBC) | 11  | 5   | 7   |
|                  | With schools overseas                                     | 7   | 13  | 2   |
|                  | With professional associations                            | 4   | 1   | 7   |
|                  | With FE colleges  |   | 0   | 2   |
|                  | None  | 48  | 48  | 46  |
|                  | No response   | 25  | 26  | 33  |
|                  | <b>N =159</b>   |   |   |   |
| <b>Secondary</b> | With schools in the UK                                    | 33  | 23  | 25  |
|                  | With local authority/ regional broadband consortium (RBC) | 16  | 9   | 9   |
|                  | With schools overseas                                     | 7   | 21  | 4   |

|                | <b>Response</b>   | <b>Joint curriculum and resource development – eg online resource sharing</b><br>% | <b>Joint learning and teaching activities – eg video conferencing or collaborative email projects</b><br>% | <b>Continuing professional development – eg peer support activities</b><br>% |
|----------------|---|--|--|--|
|                | With FE colleges  | 6  | 5  | 7  |
|                | With professional associations                            | 2  | 3  | 7  |
|                | None  | 32   | 31   | 35   |
|                | No response   | 23   | 30   | 29   |
|                | <b>N = 150</b>  |  |  |  |
| <b>Special</b> | With schools in the UK                                    | 23   | 20   | 20   |
|                | With local authority/ regional broadband consortium (RBC) | 10   | 6  | 8  |
|                | With professional associations                            | 7  | 3  | 11   |
|                | With schools overseas                                     | 5  | 12   | 4  |
|                | With FE colleges  | 3  | 3  | 4  |
|                | None  | 38   | 42   | 38   |
|                | No response   | 25   | 30   | 32   |
|                | <b>N = 193</b>  |  |  |  |

More than one answer could be given, so percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

**Table 3.17a Q16 Does your school use ICT to collaborate with other organisations in any of the following ways?<sup>10</sup>**

|                  | <b>Response</b>  | <b>Joint curriculum and resource development – eg online resource sharing</b> | <b>Joint learning and teaching activities – eg video conferencing or collaborative email projects</b> | <b>Continuing professional development – eg peer support activities</b> |
|------------------|--|---|---|---|
|                  |  | <b>N</b>  | <b>N</b>  | <b>N</b>  |
| <b>Primary</b>   | With schools in the UK                                   | 26  | 27  | 20  |
|                  | With local authority/regional broadband consortium (RBC) | 18  | 8   | 11  |
|                  | With schools overseas                                    | 11  | 21  | 3   |
|                  | With professional associations                           | 7   | 2   | 11  |
|                  | With FE colleges   | 0   | 0   | 3   |
|                  | Other  | 3   | 1   | 0   |
|                  |  | <b>N = 45</b>   | <b>N = 41</b>   | <b>N = 36</b>   |
| <b>Secondary</b> | With schools in the UK                                   | 50  | 34  | 37  |
|                  | With local authority/regional broadband consortium (RBC) | 24  | 14  | 14  |

<sup>10</sup> Includes only respondents who said they were collaborating. Due to the small N, percentages are not used in this table.

|                | <b>Response</b>  | <b>Joint curriculum and resource development – eg online resource sharing</b> | <b>Joint learning and teaching activities – eg video conferencing or collaborative email projects</b> | <b>Continuing professional development – eg peer support activities</b> |
|----------------|--|---|---|---|
|                | With schools overseas                                    | 11  | 31  | 6   |
|                | With FE colleges   | 9   | 7   | 10  |
|                | With professional associations                           | 3   | 4   | 10  |
|                | Other  | 2   | 1   | 2   |
|                |  | <b>N = 70</b>   | <b>N = 61</b>   | <b>N = 55</b>   |
| <b>Special</b> | With schools in the UK                                   | 45  | 38  | 39  |
|                | With local authority/regional broadband consortium (RBC) | 20  | 11  | 16  |
|                | With professional associations                           | 14  | 5   | 21  |
|                | With schools overseas                                    | 10  | 23  | 7   |
|                | With FE colleges   | 6   | 5   | 7   |
|                | Other  | 3   | 0   | 0   |
|                |  | <b>N = 72</b>   | <b>N = 55</b>   | <b>N = 58</b>   |

More than one answer could be given, so numbers do not sum to the N.

Source: NFER Harnessing Technology School Leadership Survey 2008.

On the whole, the numbers of schools that reported using ICT to collaborate with other organisations were small. Where collaborations occurred, they tended to be with other schools in the UK.

In terms of the nature of collaborative partnerships, primary and special schools tended to focus on joint learning and teaching activities (eg video conferencing). In secondary schools, there was a greater focus on collaboration involving the joint curriculum and resource development.

**Table 3.18a Q17 From which of the following people and/or bodies have you gained any information or advice that has influenced your strategy or improvement plan for ICT and/or e-learning?**

**Primary**

| <b>Response</b>  | <b>%</b> |
|--|----------|
| The local authority  | 69       |
| Other ICT consultants/advisers                                       | 65       |
| Headteachers/teachers from other schools or colleges                 | 53       |
| National College of School Leadership (NCSL)                         | 36       |
| Your ICT supplier  | 36       |
| Becta (the British Educational Communications and Technology Agency) | 30       |
| Department for Children, Schools and Families (DCSF)                 | 28       |
| The Qualifications and Curriculum Authority (QCA)                    | 18       |
| Ofsted   | 16       |
| Governors  | 14       |
| Specialist Schools and Academies Trust (SSAT)                        | 2        |
| Department for Innovation, Universities and Skills (DIUS)            | 1        |
| Unions   | 1        |
| Other  | 4        |
| No response  | 3        |
| <b>N =159</b>  |          |

More than one answer could be given, so percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

**Table 3.18b Q17 From which of the following people and/or bodies have you gained any information or advice that has influenced your strategy or improvement plan for ICT and/or e-learning?**

**Secondary**

| <b>Response</b>  | <b>%</b> |
|--|----------|
| Other ICT consultants/advisers                                       | 61       |
| The local authority  | 60       |
| Headteachers/teachers from other schools or colleges                 | 57       |
| Specialist Schools and Academies Trust (SSAT)                        | 56       |
| Becta (the British Educational Communications and Technology Agency) | 51       |
| Department for Children, Schools and Families (DCSF)                 | 49       |
| Your ICT supplier  | 48       |
| National College of School Leadership (NCSL)                         | 37       |
| Governors  | 21       |
| Ofsted   | 20       |
| The Qualifications and Curriculum Authority (QCA)                    | 19       |
| Department for Innovation, Universities and Skills (DIUS)            | 3        |
| Unions   | 2        |
| Other  | 2        |
| No response  | 5        |
| <b>N = 150</b>   |          |

More than one answer could be given, so percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

**Table 3.18c Q17 From which of the following people and/or bodies have you gained any information or advice that has influenced your strategy or improvement plan for ICT and/or e-learning?**

**Special**

| <b>Response</b>  | <b>%</b> |
|--|----------|
| The local authority  | 60       |
| Other ICT consultants/advisers                                       | 56       |
| Headteachers/teachers from other schools or colleges                 | 48       |
| Department for Children, Schools and Families (DCSF)                 | 39       |
| National College of School Leadership (NCSL)                         | 36       |
| Your ICT supplier  | 36       |
| Becta (the British Educational Communications and Technology Agency) | 36       |
| The Qualifications and Curriculum Authority (QCA)                    | 25       |
| Ofsted   | 20       |
| Specialist Schools and Academies Trust (SSAT)                        | 18       |
| Governors  | 12       |
| Unions   | 3        |
| Department for Innovation, Universities and Skills (DIUS)            | 1        |
| Other  | 5        |
| No response  | 7        |
| <b>N = 193</b>   |          |

More than one answer could be given, so percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

The sources of advice used were similar across school sectors. Secondary schools, unsurprisingly, were more likely to use the Specialist Schools and Academies Trust, with 56 per cent of secondary respondents mentioning this source compared with 18 per cent of special schools and 2 per cent of primary schools. Secondary schools were also more likely to turn to the DCSF for advice: 49 per cent of secondary schools, compared with 39 per cent of special schools and 28 per cent of primary schools.

### 3.5 Purchasing

**Table 3.19 Q38 How are the following technical support services mainly resourced for your school?**

|                  | Response                             | Data management/MIS support % | Network support % | Personal computing support % | Internal support % |
|------------------|--------------------------------------|-------------------------------|-------------------|------------------------------|--------------------|
| <b>Primary</b>   | Wholly outsourced/brought in         | 46                            | 49                | 20                           | 19                 |
|                  | Partially outsourced/brought in      | 24                            | 30                | 28                           | 27                 |
|                  | Wholly in house                      | 7                             | 8                 | 22                           | 29                 |
|                  | We do not offer this type of support | 5                             | 4                 | 14                           | 7                  |
|                  | No response                          | 19                            | 10                | 7                            | 18                 |
|                  | <b>N = 176</b>                       |                               |                   |                              |                    |
| <b>Secondary</b> | Partially outsourced/brought in      | 48                            | 31                | 9                            | 8                  |
|                  | Wholly in house                      | 33                            | 55                | 70                           | 78                 |
|                  | Wholly outsourced/brought in         | 11                            | 8                 | 3                            | 2                  |
|                  | We do not offer this type of support | 1                             | 0                 | 8                            | 3                  |
|                  | No response                          | 8                             | 6                 | 9                            | 9                  |
|                  | <b>N = 184</b>                       |                               |                   |                              |                    |

|                | Response                             | Data management/MIS support % | Network support % | Personal computing support % | Internal support % |
|----------------|--------------------------------------|-------------------------------|-------------------|------------------------------|--------------------|
| <b>Special</b> | Wholly outsourced/brought in         | 39                            | 29                | 15                           | 11                 |
|                | Partially outsourced/brought in      | 29                            | 33                | 20                           | 18                 |
|                | Wholly in house                      | 11                            | 26                | 45                           | 50                 |
|                | We do not offer this type of support | 4                             | 2                 | 8                            | 3                  |
|                | No response                          | 17                            | 10                | 12                           | 18                 |
|                | <b>N = 201</b>                       |                               |                   |                              |                    |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

**Table 3.19a Q38 How are the following technical support services mainly resourced for your school?<sup>11</sup>**

|                | Response                        | Data management/MIS support % | Network support % | Personal computing support % | Internal support % |
|----------------|---------------------------------|-------------------------------|-------------------|------------------------------|--------------------|
| <b>Primary</b> | Partially outsourced/brought in | 31                            | 34                | 40                           | 36                 |
|                | Wholly in house                 | 10                            | 9                 | 31                           | 39                 |
|                | Wholly outsourced/brought in    | 59                            | 57                | 29                           | 25                 |
|                |                                 | <b>N = 135</b>                | <b>N = 152</b>    | <b>N = 122</b>               | <b>N = 132</b>     |

<sup>11</sup> This table includes only respondents who provided a valid response. Please note the small N in some cases.

|                  | Response                            | Data management/<br>MIS support<br>% | Network support<br>% | Personal computing support<br>% | Internal support<br>% |
|------------------|-------------------------------------|--------------------------------------|----------------------|---------------------------------|-----------------------|
| <b>Secondary</b> | Wholly outsourced/<br>brought in    | 12                                   | 8                    | 4                               | 3                     |
|                  | Partially outsourced/<br>brought in | 52                                   | 33                   | 11                              | 9                     |
|                  | Wholly in house                     | 36                                   | 59                   | 85                              | 88                    |
|                  |                                     | <b>N = 168</b>                       | <b>N = 173</b>       | <b>N = 152</b>                  | <b>N = 162</b>        |
| <b>Special</b>   | Wholly outsourced/<br>brought in    | 49                                   | 33                   | 19                              | 14                    |
|                  | Partially outsourced/<br>brought in | 37                                   | 37                   | 26                              | 23                    |
|                  | Wholly in house                     | 14                                   | 30                   | 56                              | 63                    |
|                  |                                     | <b>N = 158</b>                       | <b>N = 177</b>       | <b>N = 161</b>                  | <b>N = 158</b>        |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Among those schools that reported offering at least one of the technical support services mentioned in the questionnaire, most primary schools tended to outsource their technical support services (either partially or wholly), whereas secondary schools had a greater tendency to resource this type of support in house.

**Table 3.20 Q48 How does your school mainly purchase the following ICT equipment?**

|                | Responses                                  | ICT hardware such as workstations, servers, and peripherals<br>% | ICT networking equipment and cabling<br>% |
|----------------|--|--|---|
| <b>Primary</b> | Directly from its ICT supplier or reseller | 48   | 36  |

|                  | Responses                                     | ICT hardware such as workstations, servers, and peripherals<br>% | ICT networking equipment and cabling<br>% |
|------------------|---|--|---|
|                  | Through the local authority                   | 29   | 35  |
|                  | Directly from other independent sources       | 0  | 17  |
|                  | Through a regional broadband consortium (RBC) | 0  | 2   |
|                  | Through another school or group of schools    | 0  | 0   |
|                  | No response                                   | 9  | 11  |
|                  | <b>N = 176</b>                                |  |   |
| <b>Secondary</b> | Directly from its ICT supplier or reseller    | 63   | 53  |
|                  | Directly from other independent sources       | 24   | 34  |
|                  | Through the local authority                   | 6  | 7   |
|                  | Through another school or group of schools    | 0  | 1   |
|                  | Through a regional broadband consortium (RBC) | 0  | 0   |
|                  | No response                                   | 7  | 5   |
|                  | <b>N = 184</b>                                |  |   |

|                | Responses                                     | ICT hardware such as workstations, servers, and peripherals<br>% | ICT networking equipment and cabling<br>% |
|----------------|---|--|---|
| <b>Special</b> | Directly from its ICT supplier or reseller    | 48   | 38  |
|                | Directly from other independent sources       | 22   | 27  |
|                | Through the local authority                   | 22   | 28  |
|                | Through another school or group of schools    | 1  | 2   |
|                | Through a regional broadband consortium (RBC) | 0  | 0   |
|                | No response                                   | 7  | 6   |
|                | <b>N = 201</b>                                |  |   |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

ICT hardware was most frequently purchased directly from the ICT supplier or reseller in schools across all three sectors (over a half of respondents reported doing so). About a fifth of respondents also said that they purchased through the local authority or directly from other independent sources.

A similar pattern was evident for the purchase of ICT networking equipment or cabling, although a higher proportion of respondents (around a quarter) said that purchases were made from other independent sources or through their local authorities. Almost no schools reported using a regional broadband consortium to make purchases. More secondary schools responding to the survey reported making purchases directly from their ICT suppliers or resellers, compared with primary and special schools.

**Table 3.21 Q49 How does your school obtain the following types of ICT support and advice?**

|                  | Responses                                     | ICT technical support and maintenance services<br>% | Advice about designing school's ICT infrastructure<br>% |
|------------------|---|---|---|
| <b>Primary</b>   | Through the local authority                   | 46  | 50  |
|                  | Directly from its ICT supplier or reseller    | 19  | 15  |
|                  | Directly from other independent sources       | 21  | 14  |
|                  | Through another school or group of schools    | 4   | 2   |
|                  | Does not obtain this service                  | 1   | 9   |
|                  | Through a regional broadband consortium (RBC) | 1   | 1   |
|                  | No response                                   | 9   | 10  |
|                  | <b>N = 176</b>                                |   |   |
| <b>Secondary</b> | Directly from its ICT supplier or reseller    | 28  | 21  |
|                  | Through the local authority                   | 22  | 22  |
|                  | Does not obtain this service                  | 19  | 26  |
|                  | Directly from other independent sources       | 18  | 19  |
|                  | Through a regional broadband consortium (RBC) | 2   | 2   |
|                  | Through another school or group of schools    | 1   | 2   |
|                  | No response                                   | 11  | 10  |
|                  | <b>N = 184</b>                                |   |   |

|                | <b>Responses</b>                              | <b>ICT technical support and maintenance services</b><br>% | <b>Advice about designing school's ICT infrastructure</b><br>% |
|----------------|---|--|--|
| <b>Special</b> | Through the local authority                   | 49   | 49   |
|                | Directly from other independent sources       | 18   | 18   |
|                | Directly from its ICT supplier or reseller    | 13   | 10   |
|                | Does not obtain this service                  | 7  | 10   |
|                | Through another school or group of schools    | 4  | 4  |
|                | Through a regional broadband consortium (RBC) | 1  | 1  |
|                | No response                                   | 9  | 8  |
|                | <b>N = 201</b>                                |  |  |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

**Table 3.21a Q49 How does your school obtain the following types of ICT support and advice?<sup>12</sup>**

|                  | Responses                                     | ICT technical support and maintenance services<br>% | Advice about designing school's ICT infrastructure<br>% |
|------------------|---|---|---|
| <b>Primary</b>   | Through the local authority                   | 51  | 62  |
|                  | Directly from its ICT supplier or reseller    | 22  | 18  |
|                  | Directly from other independent sources       | 23  | 18  |
|                  | Through another school or group of schools    | 4   | 2   |
|                  | Through a regional broadband consortium (RBC) | 1   | 1   |
|                  |   | <b>N = 158</b>                                      | <b>N = 143</b>  |
| <b>Secondary</b> | Directly from its ICT supplier or reseller    | 40  | 32  |
|                  | Through the local authority                   | 31  | 34  |
|                  | Directly from other independent sources       | 25  | 29  |
|                  | Through a regional broadband consortium (RBC) | 2   | 3   |
|                  | Through another school or group of schools    | 2   | 3   |
|                  |   | <b>N = 130</b>                                      | <b>N = 119</b>  |

<sup>12</sup> This table includes respondents who provided a valid response. Please note the small N in some cases.

|                | <b>Responses</b>                              | <b>ICT technical support and maintenance services</b><br>% | <b>Advice about designing school's ICT infrastructure</b><br>% |
|----------------|---|--|--|
| <b>Special</b> | Through the local authority                   | 58   | 60   |
|                | Directly from other independent sources       | 21   | 22   |
|                | Directly from its ICT supplier or reseller    | 16   | 12   |
|                | Through another school or group of schools    | 4  | 4  |
|                | Through a regional broadband consortium (RBC) | 1  | 1  |
|                |   | <b>N = 170</b>   | <b>N = 165</b>   |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Of the ICT co-ordinators who said that their schools obtained ICT support and advice, over half of co-ordinators in primary schools said they obtained ICT technical support and maintenance services and advice about their schools' ICT infrastructure through their local authorities, and this was similar in special schools. In secondary schools, while around a third used their local authorities, over 30 per cent used their ICT suppliers.

**Table 3.22 Q50 From where does your school obtain the following internet services?**

|                  | <b>Responses</b>                              | <b>Provision of internet connectivity<br/>%</b> | <b>Advice about internet connectivity<br/>%</b> |
|------------------|---|---|---|
| <b>Primary</b>   | Through the local authority                   | 67  | 68  |
|                  | Through a regional broadband consortium (RBC) | 21  | 9   |
|                  | Directly from its ICT supplier or reseller    | 2   | 6   |
|                  | Directly from other independent sources       | 2   | 2   |
|                  | Does not obtain this service                  | 1   | 4   |
|                  | Through another school or group of schools    | 1   | 1   |
|                  | No response                                   | 7   | 0   |
|                  | <b>N = 176</b>                                |   |   |
| <b>Secondary</b> | Through the local authority                   | 56  | 58  |
|                  | Through a regional broadband consortium (RBC) | 34  | 16  |
|                  | Directly from its ICT supplier or reseller    | 3   | 4   |
|                  | Directly from other independent sources       | 3   | 5   |
|                  | Through another school or group of schools    | 1   | 1   |
|                  | Does not obtain this service                  | 0   | 13  |
|                  | No response                                   | 3   | 14  |
|                  | <b>N = 184</b>                                |   |   |

|                | <b>Responses</b>                              | <b>Provision of internet connectivity</b><br>% | <b>Advice about internet connectivity</b><br>% |
|----------------|---|--|--|
| <b>Special</b> | Through the local authority                   | 63   | 65   |
|                | Through a regional broadband consortium (RBC) | 24   | 12   |
|                | Directly from other independent sources       | 5  | 6  |
|                | Directly from its ICT supplier or reseller    | 3  | 4  |
|                | Through another school or group of schools    | 2  | 1  |
|                | Does not obtain this service                  | 0  | 6  |
|                | No response                                   | 4  | 8  |
|                | <b>N = 201</b>                                |  |  |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

**Table 3.22a Q50 From where does your school obtain the following internet services?<sup>13</sup>**

|                | <b>Responses</b>                              | <b>Provision of internet connectivity</b><br>% | <b>Advice about internet connectivity</b><br>% |
|----------------|---|--|--|
| <b>Primary</b> | Through the local authority                   | 72   | 79   |
|                | Directly from its ICT supplier or reseller    | 2  | 7  |
|                | Directly from other independent sources       | 3  | 2  |
|                | Through another school or group of schools    | 1  | 1  |
|                | Through a regional broadband consortium (RBC) | 23   | 11   |

<sup>13</sup> This table includes respondents who provided a valid response. Please note the small N in some cases.

|                  | <b>Responses</b>                              | <b>Provision of internet connectivity</b><br>% | <b>Advice about internet connectivity</b><br>% |
|------------------|---|--|--|
|                  |   | <b>N = 163</b>                                 | <b>N = 150</b>                                 |
| <b>Secondary</b> | Through the local authority                   | 58   | 69   |
|                  | Through a regional broadband consortium (RBC) | 35   | 19   |
|                  | Directly from other independent sources       | 3  | 6  |
|                  | Directly from its ICT supplier or reseller    | 3  | 5  |
|                  | Through another school or group of schools    | 1  | 1  |
|                  |   | <b>N = 178</b>                                 | <b>N = 153</b>                                 |
| <b>Special</b>   | Through the local authority                   | 66   | 74   |
|                  | Directly from other independent sources       | 5  | 7  |
|                  | Directly from its ICT supplier or reseller    | 3  | 4  |
|                  | Through another school or group of schools    | 2  | 1  |
|                  | Through a regional broadband consortium (RBC) | 25   | 14   |
|                  |   | <b>N = 193</b>                                 | <b>N = 175</b>                                 |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Most of those schools whose ICT co-ordinators said that their schools obtained internet services used their local authorities for provision and advice about internet connectivity. Regional broadband consortiums were also used, especially for provision of internet connectivity.

**Table 3.23 Q51 Within your school, who is mainly responsible for making purchasing decisions about the following types of ICT equipment or services?**

|                  | Responses                      | ICT hardware for your school % | ICT networking equipment and cabling % | ICT technical support and maintenance services % |
|------------------|--------------------------------|--------------------------------|--|--|
| <b>Primary</b>   | Headteacher                    | 76                             | 68                                     | 72   |
|                  | ICT co-ordinator or equivalent | 68                             | 58                                     | 51   |
|                  | ICT manager/ technician        | 24                             | 29                                     | 24   |
|                  | Governors                      | 14                             | 10                                     | 7  |
|                  | Bursar                         | 6                              | 5                                      | 6  |
|                  | Deputy heads                   | 1                              | 1                                      | 1  |
|                  | Others                         | 1                              | 2                                      | 2  |
|                  | No response                    | 2                              | 3                                      | 5  |
|                  | <b>N = 176</b>                 |                                |  |  |
| <b>Secondary</b> | ICT manager/ technician        | 65                             | 70                                     | 66   |
|                  | ICT co-ordinator or equivalent | 49                             | 36                                     | 34   |
|                  | Headteacher                    | 32                             | 22                                     | 26   |
|                  | Deputy heads                   | 13                             | 3                                      | 1  |
|                  | Bursar                         | 11                             | 10                                     | 12   |
|                  | Governors                      | 3                              | 2                                      | 1  |
|                  | Others                         | 10                             | 9                                      | 9  |
|                  | No response                    | 3                              | 4                                      | 5  |
|                  | <b>N = 184</b>                 |                                |  |  |

|                | <b>Responses</b>               | <b>ICT hardware for your school %</b> | <b>ICT networking equipment and cabling %</b> | <b>ICT technical support and maintenance services %</b> |
|----------------|--------------------------------|---------------------------------------|---|---|
| <b>Special</b> | ICT co-ordinator or equivalent | 69                                    | 52  | 45  |
|                | Headteacher                    | 53                                    | 43  | 52  |
|                | ICT manager/technician         | 46                                    | 52  | 44  |
|                | Governors                      | 13                                    | 8   | 8   |
|                | Bursar                         | 12                                    | 10  | 13  |
|                | Deputy heads                   | 4                                     | 2   | 3   |
|                | Others                         | 4                                     | 4   | 4   |
|                | No response                    | 1                                     | 3   | 5   |
|                | <b>N = 201</b>                 |                                       |   |   |

More than one answer could be given, so percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Quite a lot of variation between school sectors was apparent in the responsibility for purchasing decisions.

In primary schools, headteachers were most frequently responsible for these decisions, followed by ICT co-ordinators, especially with respect to purchasing ICT technical support and maintenance services.

In secondary schools, these decisions were most often taken by the ICT manager/technician.

In special schools, more respondents said that ICT co-ordinators more frequently made decisions on purchasing ICT hardware, while headteachers took the lead on decisions for technical support and maintenance services.

**Table 3.24 Q52 Which of these best describes the procedure for purchasing curriculum-related software in your school?**

|                  | <b>Responses</b>  | <b>%</b> |
|------------------|---|----------|
| <b>Primary</b>   | Teachers submit requests and ICT co-ordinator, headteacher or other senior staff members makes decision | 68       |
|                  | Department select software independently  | 18       |
|                  | ICT co-ordinator, headteacher or other senior staff members select all software                         | 7        |
|                  | Others  | 6        |
|                  | No response   | 2        |
|                  | <b>N = 176</b>  |          |
| <b>Secondary</b> | Teachers submit requests and ICT co-ordinator, headteacher or other senior staff members makes decision | 56       |
|                  | ICT co-ordinator, headteacher or other senior staff members select all software                         | 33       |
|                  | Department select software independently  | 2        |
|                  | Others  | 5        |
|                  | No response   | 3        |
|                  | <b>N = 184</b>  |          |
| <b>Special</b>   | Teachers submit requests and ICT co-ordinator, headteacher or other senior staff members makes decision | 70       |
|                  | Department select software independently  | 12       |
|                  | ICT co-ordinator, headteacher or other senior staff members select all software                         | 10       |
|                  | Others  | 6        |
|                  | No response   | 3        |
|                  | <b>N = 201</b>  |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Across all three school sectors, the most usual way of purchasing curriculum-related software was for teachers to submit requests and senior staff member to make decisions on this basis. Just under two-thirds of respondents (with a slightly higher

proportion in primary and special schools) indicated that this procedure was adopted in their schools. It was less usual for departments to select software independently.

A higher proportion of secondary school respondents than primary or special school respondents said that senior staff members (for example, the ICT co-ordinator or headteacher) select all software in their schools.

### 3.6 Safety and security

**Table 3.25 Q13 Does your school operate a CCTV system?**

|                  | Response       | %  |
|------------------|----------------|----|
| <b>Primary</b>   | No             | 64 |
|                  | Yes            | 36 |
|                  | No response    | 1  |
|                  | <b>N = 159</b> |    |
| <b>Secondary</b> | Yes            | 86 |
|                  | No             | 11 |
|                  | No response    | 3  |
|                  | <b>N = 150</b> |    |
| <b>Special</b>   | No             | 56 |
|                  | Yes            | 43 |
|                  | No response    | 1  |
|                  | <b>N = 193</b> |    |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

**Table 3.26 Q14 We are interested in finding out about the extent of theft of ICT equipment form schools. In the past year, approximately how many instances of ICT thefts of the following types are you aware of?**

|                  | <b>Response</b>                                    | <b>0<br/>%</b> | <b>1–5<br/>%</b> | <b>6–10<br/>%</b> | <b>10+<br/>%</b> | <b>No response<br/>%</b> |
|------------------|--|----------------|------------------|-------------------|------------------|--------------------------|
| <b>Primary</b>   | Thefts from pupils on their way to or from school  | 96             | 1                | 0                 | 0                | 4                        |
|                  | Internal thefts (no break-in and/or pupil theft)   | 91             | 6                | 0                 | 0                | 3                        |
|                  | External thefts (break-ins and/or stranger thefts) | 84             | 15               | 0                 | 0                | 1                        |
|                  | <b>N = 159</b>                                     |                |                  |                   |                  |                          |
| <b>Secondary</b> | Thefts from pupils on their way to or from school  | 81             | 8                | 0                 | 0                | 11                       |
|                  | External thefts (break-ins and/or stranger thefts) | 50             | 43               | 0                 | 1                | 7                        |
|                  | Internal thefts (no break-in and/or pupil theft)   | 46             | 43               | 2                 | 1                | 9                        |
|                  | <b>N = 150</b>                                     |                |                  |                   |                  |                          |
| <b>Special</b>   | Thefts from pupils on their way to or from school  | 93             | 3                | 0                 | 0                | 4                        |
|                  | Internal thefts (no break-in and/or pupil theft)   | 84             | 12               | 1                 | 1                | 3                        |
|                  | External thefts (break-ins and/or stranger thefts) | 79             | 17               | 1                 | 0                | 4                        |
|                  | <b>N = 193</b>                                     |                |                  |                   |                  |                          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

Regarding CCTV systems (Table 3.25), secondary schools (86 per cent) were much more likely to have a CCTV system than primary (36 per cent) or special schools (43 per cent).

On the whole, incidences of thefts in school were low. However, instances of between one and five external and internal thefts (in the past year) were reported in over 40 per cent of secondary schools.

**Table 3.27 Q44a Which of the following is the best description of how anti-virus software is used in your school?**

|                  | <b>Response</b>   | <b>%</b> |
|------------------|---|----------|
| <b>Primary</b>   | Controlled centrally and updates delivered to all client devices across the network.      | 78       |
|                  | Installed and maintained on individual client devices with no central control             | 13       |
|                  | Controlled centrally and updates delivered to only some client devices across the network | 4        |
|                  | Other   | 3        |
|                  | No response   | 2        |
|                  | <b>N = 176</b>  |          |
| <b>Secondary</b> | Controlled centrally and updates delivered to all client devices across the network.      | 91       |
|                  | Installed and maintained on individual client devices with no central control             | 4        |
|                  | Controlled centrally and updates delivered to only some client devices across the network | 1        |
|                  | Other   | 1        |
|                  | No response   | 4        |
|                  | <b>N = 184</b>  |          |
| <b>Special</b>   | Controlled centrally and updates delivered to all client devices across the network.      | 78       |
|                  | Installed and maintained on individual client devices with no central control             | 11       |
|                  | Controlled centrally and updates delivered to only some client devices across the network | 5        |
|                  | Other   | 3        |
|                  | No response   | 4        |
|                  | <b>N = 201</b>  |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Most respondents reported that anti-virus software in their schools was controlled centrally and updates delivered to all client devices across the network. This was the most frequently reported response in primary, secondary and special schools.

**Table 3.28 Q44b Can your anti-virus software be updated over the internet?**

|                  | <b>Response</b> | <b>%</b> |
|------------------|-----------------|----------|
| <b>Primary</b>   | Yes             | 86       |
|                  | No              | 9        |
|                  | No response     | 6        |
|                  | <b>N = 176</b>  |          |
| <b>Secondary</b> | Yes             | 91       |
|                  | No              | 4        |
|                  | No response     | 4        |
|                  | <b>N = 184</b>  |          |
| <b>Special</b>   | Yes             | 85       |
|                  | No              | 8        |
|                  | No response     | 8        |
|                  | <b>N = 201</b>  |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Most respondents said that the anti-virus software in their schools could be updated over the internet. This was the case for primary, secondary and special schools.

**Table 3.29 Q45 Which of the following describes the firewall(s) used by your school?**

|                | <b>Response</b>                                      | <b>%</b> |
|----------------|--|----------|
| <b>Primary</b> | Local authority managed firewall                     | 64       |
|                | Regional broadband consortium (RBC) managed firewall | 15       |
|                | School managed software firewall                     | 14       |
|                | Internet service provider managed firewall           | 11       |
|                | ICT supplier managed firewall                        | 7        |
|                | School managed firewall built into switch/router     | 4        |
|                | None – no firewall in place                          | 0        |
|                | No response  | 8        |
|                | <b>N = 176</b>                                       |          |

|                  | <b>Response</b>                                      | <b>%</b> |
|------------------|--|----------|
| <b>Secondary</b> | Local authority managed firewall                     | 65       |
|                  | School managed software firewall                     | 39       |
|                  | Regional broadband consortium (RBC) managed firewall | 35       |
|                  | School managed firewall built into switch/router     | 23       |
|                  | Internet service provider managed firewall           | 11       |
|                  | ICT supplier managed firewall                        | 2        |
|                  | None – no firewall in place                          | 0        |
|                  | No response  | 4        |
|                  | <b>N = 184</b>                                       |          |
| <b>Special</b>   | Local authority managed firewall                     | 64       |
|                  | Regional broadband consortium (RBC) managed firewall | 20       |
|                  | School managed software firewall                     | 14       |
|                  | Internet service provider managed firewall           | 12       |
|                  | School managed firewall built into switch/router     | 10       |
|                  | ICT supplier managed firewall                        | 7        |
|                  | None – no firewall in place                          | 1        |
|                  | No response  | 7        |
|                  | <b>N = 201</b>                                       |          |

More than one answer could be given, so percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Just under two-thirds of respondents – 65 per cent of secondary schools and 64 per cent of primary and special schools – said that the firewalls in their schools were managed by the local authority. This compares with 46 per cent of secondary schools and 64 per cent of primary schools in the 2007 survey.

While respondents in all three sectors commonly reported local authority managed firewalls, 39 per cent of respondents in secondary schools said that their schools managed the software firewalls, and 35 per cent said that their regional broadband consortiums managed the firewalls. The comparable percentages in primary and special schools were lower.

**Table 3.30 Q46 Do pupils have a personal secure area for storing their digital work?**

|                  | <b>Responses</b>           | <b>%</b> |
|------------------|----------------------------|----------|
| <b>Primary</b>   | Yes – all pupils           | 49       |
|                  | Yes – some pupils do       | 40       |
|                  | No – none of the pupils do | 6        |
|                  | No response                | 5        |
|                  | <b>N = 176</b>             |          |
| <b>Secondary</b> | Yes – all pupils           | 93       |
|                  | No – none of the pupils do | 2        |
|                  | Yes – some pupils do       | 1        |
|                  | No response                | 4        |
|                  | <b>N = 184</b>             |          |
| <b>Special</b>   | Yes – all pupils           | 50       |
|                  | Yes – some pupils do       | 37       |
|                  | No – none of the pupils do | 11       |
|                  | No response                | 2        |
|                  | <b>N = 201</b>             |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Overall, around two-thirds of respondents reported that every pupil in their schools had a personal secure area for storing their digital work. In secondary schools, 93 per cent of respondents said that every pupil had a personal secure area. This compared with 50 per cent of respondents in special schools and 49 per cent in primary schools.

Around a quarter of respondents said that none of their pupils had a personal secure area.

**Table 3.31 Q47 Who hosts the personal secure area that pupils can use for storing their work?**

|                  | <b>Responses</b>                    | <b>%</b> |
|------------------|-------------------------------------|----------|
| <b>Primary</b>   | School                              | 80       |
|                  | Local authority                     | 13       |
|                  | Regional broadband consortium (RBC) | 3        |
|                  | Commercial suppliers                | 0        |
|                  | Group/consortium of schools         | 0        |
|                  | Others                              | 1        |
|                  | No response                         | 2        |
|                  | <b>N = 97</b>                       |          |
| <b>Secondary</b> | School                              | 92       |
|                  | Local authority                     | 2        |
|                  | Group/consortium of schools         | 1        |
|                  | Commercial suppliers                | 3        |
|                  | Regional broadband consortium (RBC) | 0        |
|                  | Others                              | 2        |
|                  | No response                         | 0        |
|                  | <b>N = 175</b>                      |          |
| <b>Special</b>   | School                              | 93       |
|                  | Local authority                     | 3        |
|                  | Regional broadband consortium (RBC) | 2        |
|                  | Commercial suppliers                | 2        |
|                  | Group/consortium of schools         | 0        |
|                  | Others                              | 1        |
|                  | No response                         | 0        |
|                  | <b>N = 123</b>                      |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

In most cases, across all three sectors, schools hosted the personal secure areas for pupils to store their work. Primary schools also used their local authorities to host the personal secure areas; 13 per cent reported this to be the case compared with 2 per cent of secondary schools and 3 per cent of special schools.

## 4. Using computers for teaching and learning

### 4.1 Resources

**Table 4.1 Q10 Where are the main areas in your school in which pupils can use the following different forms of technology?**

|                | <b>Response</b>   | <b>Desktop computers %</b> | <b>Laptops %</b> | <b>Interactive whiteboards %</b> | <b>Handheld computers %</b> | <b>Data loggers %</b> | <b>No response %</b> |
|----------------|---|----------------------------|------------------|----------------------------------|-----------------------------|-----------------------|----------------------|
| <b>Primary</b> | In classrooms   | 82                         | 60               | 94                               | 5                           | 28                    | 1                    |
|                | In a dedicated ICT suite                                    | 68                         | 13               | 32                               | 1                           | 13                    | 30                   |
|                | Library/study area  | 38                         | 16               | 10                               | 2                           | 7                     | 51                   |
|                | School hall   | 1                          | 10               | 6                                | 1                           | 7                     | 79                   |
|                | Outside the school buildings but within the school premises | 1                          | 6                | 1                                | 2                           | 15                    | 82                   |
|                | Other   | 3                          | 3                | 1                                | 1                           | 2                     | 92                   |
|                | <b>N = 176</b>  |                            |                  |                                  |                             |                       |                      |

|                  | <b>Response</b>   | <b>Desktop computers<br/>%</b> | <b>Laptops<br/>%</b> | <b>Interactive whiteboards<br/>%</b> | <b>Handheld computers<br/>%</b> | <b>Data loggers<br/>%</b> | <b>No response<br/>%</b> |
|------------------|---|--------------------------------|----------------------|--------------------------------------|---------------------------------|---------------------------|--------------------------|
| <b>Secondary</b> | In a dedicated ICT suite                                    | 96                             | 22                   | 60                                   | 4                               | 13                        | 4                        |
|                  | Library/study area  | 88                             | 29                   | 19                                   | 3                               | 3                         | 9                        |
|                  | In classrooms   | 73                             | 66                   | 95                                   | 11                              | 55                        | 2                        |
|                  | School hall   | 5                              | 27                   | 7                                    | 5                               | 3                         | 65                       |
|                  | Outside the school buildings but within the school premises | 1                              | 13                   | 1                                    | 8                               | 11                        | 76                       |
|                  | Other   | 2                              | 3                    | 3                                    | 3                               | 3                         | 94                       |
|                  | <b>N = 184</b>  |                                |                      |                                      |                                 |                           |                          |
| <b>Special</b>   | In classrooms   | 98                             | 54                   | 95                                   | 4                               | 20                        | 1                        |
|                  | In a dedicated ICT suite                                    | 71                             | 17                   | 40                                   | 2                               | 9                         | 28                       |
|                  | Library/study area  | 44                             | 14                   | 10                                   | 2                               | 4                         | 49                       |
|                  | School hall   | 8                              | 17                   | 17                                   | 3                               | 4                         | 71                       |
|                  | Outside the school buildings but within the school premises | 2                              | 8                    | 1                                    | 4                               | 8                         | 84                       |
|                  | Other   | 6                              | 5                    | 5                                    | 2                               | 3                         | 87                       |
| <b>N = 201</b>   |   |                                |                      |                                      |                                 |                           |                          |

More than one answer could be given, so percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

While around three-quarters of respondents in secondary schools reported that classrooms were the main areas in their schools in which pupils could use desktop computers, over 90 per cent said that desktop computers were accessible by pupils in dedicated ICT suites, and 88 per cent said that desktop computers could be used by pupils in library/study areas. The availability of computers in library/study areas was around twice as likely in secondary schools compared with primary and special schools. Respondents in secondary schools were also around twice as likely to report that data loggers were available for pupils to use in the classroom compared with respondents in primary and secondary schools.

**Table 4.2 Q33 How easy/difficult is it to find relevant software for school curriculum use?**

|                  | <b>Response</b> | <b>%</b> |
|------------------|-----------------|----------|
| <b>Primary</b>   | Quite easy      | 67       |
|                  | Very easy       | 24       |
|                  | Not very easy   | 8        |
|                  | Not at all easy | 1        |
|                  | No response     | 0        |
|                  | <b>N = 176</b>  |          |
| <b>Secondary</b> | Quite easy      | 72       |
|                  | Very easy       | 13       |
|                  | Not very easy   | 9        |
|                  | Not at all easy | 1        |
|                  | No response     | 5        |
|                  | <b>N = 184</b>  |          |
| <b>Special</b>   | Quite easy      | 52       |
|                  | Not very easy   | 33       |
|                  | Very easy       | 11       |
|                  | Not at all easy | 4        |
|                  | No response     | 1        |
|                  | <b>N = 201</b>  |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

The majority of respondents reported that it was quite easy to find relevant software for school curriculum use. This was especially the case for primary and secondary schools, with around 70 per cent of respondents in each of these two sectors reporting it was quite easy to find relevant curriculum software. Slightly more primary schools – around a quarter, compared with just over one in 10 secondary schools – thought it was very easy to find appropriate software. Respondents in special schools more frequently reported that they did not find it very easy to find relevant software: around a third reported this to be the case, compared with fewer than one in 10 in each of the primary and secondary school sectors.

**Table 4.3 Q34 Overall, how would you rate the fitness for purposes of software that is available to schools for curriculum use?**

|                  | <b>Response</b> | <b>%</b> |
|------------------|-----------------|----------|
| <b>Primary</b>   | Quite good      | 67       |
|                  | Very good       | 27       |
|                  | Not very good   | 5        |
|                  | Not at all good | 0        |
|                  | No response     | 1        |
|                  | <b>N = 176</b>  |          |
| <b>Secondary</b> | Quite good      | 71       |
|                  | Very good       | 12       |
|                  | Not very good   | 10       |
|                  | Not at all good | 1        |
|                  | No response     | 6        |
|                  | <b>N = 184</b>  |          |
| <b>Special</b>   | Quite good      | 65       |
|                  | Not very good   | 18       |
|                  | Very good       | 13       |
|                  | Not at all good | 2        |
|                  | No response     | 2        |
|                  | <b>N = 201</b>  |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Eighty-four per cent of respondents across the three sectors reported that the fitness for purpose of software that was available for curriculum use by schools was good; of these, 17 per cent reported that it was very good and 67 per cent said it was quite good. Around twice as many primary school respondents as secondary and special school respondents rated the fitness for purpose of this software as very good.

**Table 4.4 Q35 Are pupils allowed to use their own devices for learning in lessons in any of the following ways?**

|                  | <b>Response</b>                                     | <b>Mobile phones %</b> | <b>Handheld computers/PDAs %</b> | <b>Laptops %</b> | <b>Handheld games consoles %</b> | <b>No response %</b> |
|------------------|---|------------------------|----------------------------------|------------------|----------------------------------|----------------------|
| <b>Primary</b>   | Allowed to bring into school                        | 4                      | 1                                | 0                | 2                                | 93                   |
|                  | Allowed to use in at least some lessons             | 1                      | 1                                | 2                | 1                                | 97                   |
|                  | Allowed to link to school network                   | 0                      | 0                                | 0                | 0                                | 100                  |
|                  | Allowed to have equal permissions on school network | 0                      | 0                                | 0                | 0                                | 100                  |
|                  | <b>N = 176</b>                                      |                        |                                  |                  |                                  |                      |
| <b>Secondary</b> | Allowed to bring into school                        | 44                     | 26                               | 39               | 13                               | 42                   |
|                  | Allowed to use in at least some lessons             | 11                     | 14                               | 36               | 1                                | 58                   |
|                  | Allowed to link to school network                   | 2                      | 4                                | 16               | 1                                | 83                   |
|                  | Allowed to have equal permissions on school network | 1                      | 1                                | 4                | 0                                | 95                   |
|                  | <b>N = 184</b>                                      |                        |                                  |                  |                                  |                      |

|                | Response  | Mobile phones % | Handheld computers/PDAs % | Laptops % | Handheld games consoles % | No response % |
|----------------|---|-----------------|---------------------------|-----------|---------------------------|---------------|
| <b>Special</b> | Allowed to bring into school                        | 30              | 10                        | 22        | 17                        | 57            |
|                | Allowed to use in at least some lessons             | 5               | 5                         | 17        | 3                         | 78            |
|                | Allowed to link to school network                   | 1               | 3                         | 8         | 2                         | 91            |
|                | Allowed to have equal permissions on school network | 1               | 2                         | 3         | 0                         | 97            |
|                | <b>N = 201</b>                                      |                 |                           |           |                           |               |

More than one answer could be given, so percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

The question 'Are pupils allowed to use their own devices for learning in lessons?' yielded a high number of 'no response' answers. Where respondents did provide an answer, just over a quarter said that pupils were allowed to bring mobile phones in to school, but relatively few pupils were allowed to use mobile phones in lessons. Just under a quarter of respondents said that pupils were allowed to bring their own laptops into school, and 18 per cent said that pupils were allowed to use them in lessons. On the whole, pupils were allowed to use their own devices more in secondary and special schools than in primary schools; however, 93 per cent of primary schools did not respond to this question.

**Table 4.5 Q36 Does your school encourage pupils to use electronic portfolios?**

|                  | <b>Response</b>   | <b>%</b> |
|------------------|-------------------|----------|
| <b>Primary</b>   | No pupils         | 61       |
|                  | Yes – all pupils  | 19       |
|                  | Yes – some pupils | 13       |
|                  | No response       | 7        |
|                  | <b>N = 176</b>    |          |
| <b>Secondary</b> | Yes – some pupils | 50       |
|                  | Yes – all pupils  | 23       |
|                  | No pupils         | 19       |
|                  | No response       | 9        |
|                  | <b>N = 184</b>    |          |
| <b>Special</b>   | No pupils         | 60       |
|                  | Yes – some pupils | 22       |
|                  | Yes – all pupils  | 11       |
|                  | No response       | 7        |
|                  | <b>N = 201</b>    |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Secondary schools had the highest proportions of either all or some pupils who were encouraged to use electronic portfolios: 73 per cent in total. In primary and special schools, the picture was relatively similar with around 60 per cent of respondents reporting that no pupils in their schools were encouraged to use electronic portfolios.

**Table 4.6 Q37 How many technical support staff does your school employ?**

|                  | Response | Number of technical support staff (individuals) <sup>14</sup> | Number of technical support staff (FTE) <sup>15</sup> |
|------------------|----------|---|---|
| <b>Primary</b>   | Mean     | 0.6   | 0.1   |
|                  | Min      | 0   | 0   |
|                  | Max      | 2   | 1.8   |
|                  | N        | 142   | 56  |
| <b>Secondary</b> | Mean     | 2.5   | 2.4   |
|                  | Min      | 0   | 0   |
|                  | Max      | 6   | 6   |
|                  | N        | 160   | 79  |
| <b>Special</b>   | Mean     | 1.0   | 0.5   |
|                  | Min      | 0   | 0   |
|                  | Max      | 4   | 2.5   |
|                  | N        | 170   | 70  |

Source: Harnessing Technology School ICT Coordinator Survey 2008.

The number of technical support staff excluded teachers or teaching assistants who provide technical support, as well as personnel not directly employed by the school. The findings show, on average, three times as many technical support staff in secondary schools as in primary or special schools (ie an average of one technical support person in primary and special schools and three in secondary schools).

<sup>14</sup> Number of individuals includes all respondents who answered this question.

<sup>15</sup> Number of FTE includes only those respondents who answered both parts of this question.

**Table 4.7 Q39 Does your school provide technicians for other schools or colleges?**

|                  | <b>Response</b> | <b>%</b> |
|------------------|-----------------|----------|
| <b>Primary</b>   | No              | 95       |
|                  | Yes             | 2        |
|                  | No response     | 3        |
|                  | <b>N = 176</b>  |          |
| <b>Secondary</b> | No              | 71       |
|                  | Yes             | 26       |
|                  | No response     | 3        |
|                  | <b>N = 184</b>  |          |
| <b>Special</b>   | No              | 94       |
|                  | Yes             | 4        |
|                  | No response     | 2        |
|                  | <b>N = 201</b>  |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Most respondents reported that their schools did not provide technicians for other schools or colleges. Secondary schools were the group that most frequently reported providing this service: 26 per cent, compared with 2 per cent of primary schools and 4 per cent of special schools.

**Table 4.8 Q14 For each of the following types of ICT equipment that are available in your school, how do you rate the quantity of each of them?**

|                  | <b>Response</b>                                   | <b>More than we need to deliver the curriculum adequately %</b> | <b>About the right amount to deliver the curriculum adequately %</b> | <b>Less than we need to deliver the curriculum adequately %</b> | <b>Not available in school %</b> | <b>No response %</b> |
|------------------|---|---|--|---|----------------------------------|----------------------|
| <b>Primary</b>   | Interactive whiteboards                           | 11  | 74   | 10  | 3                                | 1                    |
|                  | Digital projectors                                | 6   | 65   | 11  | 10                               | 8                    |
|                  | Networked desktop computers                       | 5   | 58   | 29  | 6                                | 1                    |
|                  | Networked laptop computers (including tablet PCs) | 3   | 38   | 30  | 26                               | 4                    |
|                  | Digital video and camera equipment                | 1   | 50   | 42  | 4                                | 3                    |
|                  | Specialist subject equipment                      | 1   | 19   | 28  | 45                               | 7                    |
|                  | Mobile phones                                     | 1   | 4  | 4   | 85                               | 6                    |
|                  | Handheld computers (eg PDAs)                      | 1   | 2  | 5   | 86                               | 6                    |
|                  | Other   |   | 1  | 0   | 10                               | 88                   |
|                  | N = 419   |   |  |   |                                  |                      |
| <b>Secondary</b> | Digital projectors                                | 9   | 67   | 19  | 2                                | 4                    |
|                  | Interactive whiteboards                           | 9   | 52   | 32  | 5                                | 2                    |

|  | <b>Response</b>                                   | <b>More than we need to deliver the curriculum adequately</b><br>% | <b>About the right amount to deliver the curriculum adequately</b><br>% | <b>Less than we need to deliver the curriculum adequately</b><br>% | <b>Not available in school</b><br>% | <b>No response</b><br>% |
|--|---|--|---|--|-------------------------------------|-------------------------|
|  | Networked desktop computers                       | 4  | 39  | 53   | 1                                   | 3                       |
|  | Digital video and camera equipment                | 3  | 38  | 47   | 6                                   | 5                       |
|  | Networked laptop computers (including tablet PCs) | 3  | 25  | 48   | 18                                  | 6                       |
|  | Mobile phones                                     | 3  | 9   | 10   | 65                                  | 14                      |
|  | Handheld computers (eg PDAs)                      | 0  | 4   | 15   | 74                                  | 7                       |
|  | Specialist subject equipment                      | 1  | 23  | 36   | 27                                  | 13                      |
|  | Other   | 0  | 1   | 2  | 7                                   | 90                      |
|  | <b>N = 793</b>                                    |  |   |  |                                     |                         |

|                | <b>Response</b>                                   | <b>More than we need to deliver the curriculum adequately</b><br>% | <b>About the right amount to deliver the curriculum adequately</b><br>% | <b>Less than we need to deliver the curriculum adequately</b><br>% | <b>Not available in school</b><br>% | <b>No response</b><br>% |
|----------------|---|--|---|--|-------------------------------------|-------------------------|
| <b>Special</b> | Interactive whiteboards                           | 8  | 66  | 23   | 2                                   | 1                       |
|                | Networked desktop computers                       | 7  | 56  | 30   | 4                                   | 3                       |
|                | Digital projectors                                | 4  | 59  | 20   | 8                                   | 9                       |
|                | Digital video and camera equipment                | 3  | 56  | 36   | 2                                   | 3                       |
|                | Networked laptop computers (including tablet PCs) | 3  | 44  | 28   | 21                                  | 5                       |
|                | Specialist subject equipment                      | 1  | 27  | 27   | 34                                  | 11                      |
|                | Mobile phones                                     | 1  | 19  | 9  | 61                                  | 10                      |
|                | Handheld computers (eg PDAs)                      | 0  | 6   | 9  | 73                                  | 11                      |
|                | Other   | 0  | 2   | 2  | 6                                   | 89                      |
|                | <b>N = 466</b>                                    |  |   |  |                                     |                         |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

A high proportion of respondents across all three school sectors (especially primary schools) reported that handheld computers, specialist subject equipment, mobile phones and networked laptop computers were not available in school.

Handheld computers such as PDAs were reported not to be available by around three-quarters of respondents in secondary and special schools and well over four-fifths of primary school respondents. Respondents also said that mobile phones were not available in around two-thirds of secondary and special schools and over four-fifths of primary schools, and neither was specialist subject equipment (reported to be not available in around a quarter of secondary schools, half of primary schools and just over a third of special schools). A fairly high proportion of respondents also said that networked laptop computers were not available (around one-fifth of secondary and special schools and a quarter of primary schools).

## 4.2 Use in lessons/curriculum

**Table 4.9 Q18 Which of these statements best describes how decisions about the use of digital learning resources in the curriculum are made at your school?**

|                  | <b>Response</b>  | <b>%</b> |
|------------------|--|----------|
| <b>Primary</b>   | This is governed by a whole-school policy and teachers and department heads make decisions based on its guidelines | 57       |
|                  | This is mainly a matter for individual teachers to decide, with input from others                                  | 22       |
|                  | This is mainly a matter for department heads to decide, with input from teachers                                   | 17       |
|                  | No response  | 4        |
|                  | <b>N = 159</b>   |          |
| <b>Secondary</b> | This is governed by a whole-school policy and teachers and department heads make decisions based on its guidelines | 45       |
|                  | This is mainly a matter for department heads to decide, with input from teachers                                   | 39       |
|                  | This is mainly a matter for individual teachers to decide, with input from others                                  | 11       |
|                  | No response  | 5        |
|                  | <b>N = 150</b>   |          |

|                | <b>Response</b>  | <b>%</b> |
|----------------|--|----------|
| <b>Special</b> | This is governed by a whole-school policy and teachers and department heads make decisions based on its guidelines | 52       |
|                | This is mainly a matter for individual teachers to decide, with input from others                                  | 30       |
|                | This is mainly a matter for department heads to decide, with input from teachers                                   | 17       |
|                | No response  | 2        |
|                | <b>N = 193</b>   |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

In just over half of schools, decisions about the use of digital learning resources were governed by a whole-school policy. In just under a quarter of schools (23 per cent) the decision was left for the departmental head (with input from teachers), and, in a similar proportion, the decision was left with individual teachers. The findings were similar across sectors, although the individual teacher was more likely to take this decision in special schools (30 per cent) than in primary (22 per cent) or secondary (11 per cent) schools, and the head of department was more likely to have the major say in secondary schools (39 per cent) than in primary or special schools (both 17 per cent).

**Table 4.10 Q19 How often do you upload and store digital learning resources on the school's network?**

|                  | <b>Response</b>       | <b>%</b> |
|------------------|-----------------------|----------|
| <b>Primary</b>   | At least once a week  | 24       |
|                  | Never                 | 22       |
|                  | Less often            | 13       |
|                  | About once a month    | 11       |
|                  | About every 2–3 weeks | 10       |
|                  | About once a term     | 10       |
|                  | No response           | 11       |
|                  | <b>N = 419</b>        |          |
| <b>Secondary</b> | At least once a week  | 24       |
|                  | Less often            | 16       |
|                  | About every 2–3 weeks | 15       |
|                  | About once a term     | 13       |
|                  | Never                 | 13       |
|                  | About once a month    | 12       |
|                  | No response           | 5        |
|                  | <b>N = 793</b>        |          |
| <b>Special</b>   | At least once a week  | 24       |
|                  | Never                 | 18       |
|                  | Less often            | 15       |
|                  | About every 2–3 weeks | 11       |
|                  | About once a month    | 11       |
|                  | About once a term     | 11       |
|                  | No response           | 9        |
|                  | <b>N = 466</b>        |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

The same proportion of teachers in all three sample groups (just under a quarter) said that they uploaded and stored digital learning resources at least once a week. In the primary school sample, 45 per cent of respondents said they did this at least once a month. In secondary schools, the equivalent figure was 51 per cent.

Nearly a quarter of primary school respondents also said that they never stored digital learning resources, compared with just under one-fifth of special school respondents and almost half of secondary school respondents.

**Table 4.11 Q28 How many teachers of ICT as a subject matter are there in your school? (Number of ICT teachers and number of FTE)**

|                  | Response                             | Mean | Min | Max | N   |
|------------------|--------------------------------------|------|-----|-----|-----|
| <b>Primary</b>   | Number of ICT teachers <sup>16</sup> | 2.9  | 0   | 30  | 140 |
|                  | Number of FTE <sup>17</sup>          | 2.4  | 0   | 23  | 92  |
| <b>Secondary</b> | Number of ICT teachers               | 2.9  | 0   | 14  | 124 |
|                  | Number of FTE                        | 2.6  | 0   | 11  | 88  |
| <b>Special</b>   | Number of ICT teachers               | 2.3  | 0   | 21  | 161 |
|                  | Number of FTE                        | 1.6  | 0   | 13  | 103 |

Due to rounding, percentages may not always sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

There were similar average numbers of ICT teachers across both primary and secondary schools who taught ICT as a discrete subject. The average was slightly lower in special schools.

<sup>16</sup> Number of ICT teachers is based on all the teachers who provided a response to this question.

<sup>17</sup> Number of FTE is based on all teachers who provided a response to both parts of this question.

**Table 4.12 Q29 In your school, is ICT mainly taught as a discrete subject matter or embedded in your overall curriculum?**

|                  | <b>Response</b>                | <b>%</b> |
|------------------|--------------------------------|----------|
| <b>Primary</b>   | Embedded in overall curriculum | 72       |
|                  | Discrete subject matter        | 21       |
|                  | No response                    | 7        |
|                  | <b>N = 159</b>                 |          |
| <b>Secondary</b> | Discrete subject matter        | 91       |
|                  | Embedded in overall curriculum | 9        |
|                  | No response                    | 1        |
|                  | <b>N = 150</b>                 |          |
| <b>Special</b>   | Discrete subject matter        | 65       |
|                  | Embedded in overall curriculum | 29       |
|                  | No response                    | 9        |
|                  | <b>N = 193</b>                 |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

Half of respondents indicated that ICT was embedded in the curriculum, 42 per cent said that ICT was taught as a discrete subject, and the remainder gave no response. Again, there was a clear sectoral difference, with nearly three-quarters of primary school respondents reporting that ICT was embedded in the curriculum, and 91 per cent of secondary respondents reporting that ICT constituted a discrete subject. Special schools' teaching of ICT (29 per cent discrete, 65 per cent embedded) was closer to the secondary pattern than to the primary school approach.

**Table 4.13 Q30 What is the total amount of curriculum time (ie amount of curriculum time of ICT as a discrete subject) offered at your school, per week, by key stage, in hours? (eg Three hours)**

|                  | Response   | KS1 | KS2 | KS3 | KS4 |
|------------------|------------|-----|-----|-----|-----|
| <b>Primary</b>   | Mean       | 1.8 | 2.7 | 0   | 0   |
|                  | Median     | 1   | 2   | 0   | 0   |
|                  | Min        | 1   | 1   | 0   | 0   |
|                  | Max        | 10  | 30  | 0   | 0   |
|                  | <b>N =</b> | 80  | 66  | 0   | 0   |
| <b>Secondary</b> | Mean       | 0   | 6.2 | 2.1 | 3.5 |
|                  | Median     | 0   | 1   | 1   | 2   |
|                  | Min        | 0   | 1   | 1   | 1   |
|                  | Max        | 0   | 25  | 48  | 70  |
|                  | <b>N =</b> | 0   | 10  | 102 | 85  |
| <b>Special</b>   | Mean       | 1.7 | 1.8 | 2.1 | 2.3 |
|                  | Median     | 1   | 1   | 2   | 2   |
|                  | Min        | 1   | 1   | 1   | 1   |
|                  | Max        | 10  | 10  | 12  | 12  |
|                  | <b>N =</b> | 57  | 65  | 72  | 73  |

Source: NFER Harnessing Technology School Leadership Survey 2008.

The average amount of curriculum time for ICT as a discrete subject varied between 1.8 hours for Key Stage 1 to three hours for Key Stage 4. Key Stage 2 pupils had slightly more time for ICT as a subject on average compared with Key Stage 3 pupils (2.7 compared with 2.1 hours respectively).

**Table 4.14 Q6 Do you ever create digital learning resources yourself?**

|                  | <b>Response</b> | <b>%</b> |
|------------------|-----------------|----------|
| <b>Primary</b>   | Sometimes       | 48       |
|                  | Often           | 47       |
|                  | Never           | 5        |
|                  | No response     |          |
|                  | <b>N = 419</b>  |          |
| <b>Secondary</b> | Often           | 62       |
|                  | Sometimes       | 34       |
|                  | Never           | 4        |
|                  | No response     | 1        |
|                  | <b>N = 793</b>  |          |
| <b>Special</b>   | Often           | 52       |
|                  | Sometimes       | 42       |
|                  | Never           | 6        |
|                  | No response     | 0        |
|                  | <b>N = 466</b>  |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Almost all of the teachers surveyed replied that they created their own digital learning resources at least sometimes. This was especially the case in secondary schools, where almost two-thirds of teachers often created their own digital resources. Just over half of special school teachers also reported often doing this, although a slightly higher proportion reported never creating their own resources.

**Table 4.15 Q7 If yes: for what reason(s)?**

|                  | <b>Response</b>                               | <b>%</b> |
|------------------|---|----------|
| <b>Primary</b>   | Other resources are insufficient for my needs | 54       |
|                  | I enjoy creating my own resources             | 54       |
|                  | Other resources are too expensive             | 17       |
|                  | I don't know where to find other resources    | 8        |
|                  | I don't know how to use other resources       | 2        |
|                  | Other   | 14       |
|                  | No response                                   | 4        |
|                  | <b>N = 396</b>                                |          |
| <b>Secondary</b> | Other resources are insufficient for my needs | 61       |
|                  | I enjoy creating my own resources             | 61       |
|                  | Other resources are too expensive             | 39       |
|                  | I don't know where to find other resources    | 6        |
|                  | I don't know how to use other resources       | 1        |
|                  | Other   | 15       |
|                  | No response                                   | 4        |
|                  | <b>N = 759</b>                                |          |
| <b>Special</b>   | Other resources are insufficient for my needs | 72       |
|                  | I enjoy creating my own resources             | 50       |
|                  | Other resources are too expensive             | 25       |
|                  | I don't know where to find other resources    | 7        |
|                  | I don't know how to use other resources       | 2        |
|                  | Other   | 18       |
|                  | No response                                   | 3        |
|                  | <b>N = 437</b>                                |          |

More than one answer could be given, so percentages may not sum to 100.

A filter question of Q6.

Source: NFER Harnessing Technology School Teacher Survey 2008.

The two reasons for creating their own digital learning resources given most often by teachers were that other resources were insufficient for their needs (this reason was given by a higher proportion of special school teachers) and that they enjoyed creating their own resources. A lower proportion of respondents said that they did

not know how to use other resources or that they did not know where to find them. More respondents in the secondary school sector than other respondents indicated that they created their own resources because other resources were too expensive.

**Table 4.16 Q8 Do you share the digital learning resources you make?**

|                  | <b>Response</b>  | <b>%</b> |
|------------------|--|----------|
| <b>Primary</b>   | Yes, with teachers and teaching staff support staff who are within my school | 83       |
|                  | No   | 12       |
|                  | Yes, with teachers and teaching staff support staff from other schools       | 10       |
|                  | Yes, with others   | 2        |
|                  | No response  | 4        |
|                  | <b>N = 396</b>   |          |
| <b>Secondary</b> | Yes, with teachers and teaching staff support staff who are within my school | 90       |
|                  | Yes, with teachers and teaching staff support staff from other schools       | 23       |
|                  | No   | 4        |
|                  | Yes, with others   | 3        |
|                  | No response  | 3        |
|                  | <b>N = 759</b>   |          |
| <b>Special</b>   | Yes, with teachers and teaching staff support staff who are within my school | 79       |
|                  | Yes, with teachers and teaching staff support staff from other schools       | 16       |
|                  | No   | 13       |
|                  | Yes, with others   | 5        |
|                  | No response  | 4        |
|                  | <b>N = 437</b>   |          |

More than one answer could be given, so percentages may not sum to 100.

A filter question of Q6.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Just over four-fifths of teachers in primary and special schools said that they shared digital learning resources they created themselves with teaching staff in their own schools, and this proportion rose to nine out of 10 teachers in secondary schools.

Almost a quarter of secondary school teachers also said they shared the resources they created with teaching staff in other schools, whereas only one in 10 teachers in primary schools said they did so.

More respondents in the primary and special school sectors than in the secondary school sector said that they did not share the digital resources they created.

**Table 4.17a Q9 How often do you use digital learning resources from others?**

**Primary**

| <b>Response</b>                                      | <b>At least once a week %</b> | <b>About once every 2–3 weeks %</b> | <b>About once a month %</b> | <b>About once a term %</b> | <b>Less often %</b> | <b>Never %</b> | <b>No response %</b> |
|--|-------------------------------|-------------------------------------|-----------------------------|----------------------------|---------------------|----------------|----------------------|
| Internet   | 63                            | 19                                  | 6                           | 4                          | 2                   | 2              | 3                    |
| Commercial providers                                 | 41                            | 16                                  | 10                          | 5                          | 12                  | 7              | 8                    |
| Teachers and teaching support staff in my school     | 21                            | 20                                  | 17                          | 9                          | 18                  | 11             | 5                    |
| Teachers and teaching support staff in other schools | 5                             | 8                                   | 6                           | 12                         | 24                  | 34             | 11                   |
| Repository or learning platform                      | 5                             | 5                                   | 4                           | 3                          | 10                  | 48             | 27                   |

| <b>Response</b>      | <b>At least once a week %</b> | <b>About once every 2–3 weeks %</b> | <b>About once a month %</b> | <b>About once a term %</b> | <b>Less often %</b> | <b>Never %</b> | <b>No response %</b> |
|----------------------|-------------------------------|-------------------------------------|-----------------------------|----------------------------|---------------------|----------------|----------------------|
| Subject associations | 3                             | 8                                   | 7                           | 10                         | 18                  | 36             |                      |
| Other                | 0                             | 0                                   | 0                           |                            | 1                   | 13             | 85                   |
| <b>N = 419</b>       |                               |                                     |                             |                            |                     |                |                      |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

### **Table 4.17b Q9 How often do you use digital learning resources from others?**

#### **Secondary**

| <b>Response</b>                                  | <b>At least once a week %</b> | <b>About once every 2–3 weeks %</b> | <b>About once a month %</b> | <b>About once a term %</b> | <b>Less often %</b> | <b>Never %</b> | <b>No response %</b> |
|--|-------------------------------|-------------------------------------|-----------------------------|----------------------------|---------------------|----------------|----------------------|
| Internet   | 37                            | 24                                  | 16                          | 10                         | 5                   | 4              | 5                    |
| Commercial providers                             | 27                            | 17                                  | 11                          | 12                         | 14                  | 13             | 6                    |
| Teachers and teaching support staff in my school | 22                            | 19                                  | 18                          | 15                         | 14                  | 7              | 5                    |
| Subject associations                             | 4                             | 7                                   | 9                           | 11                         | 23                  | 30             | 17                   |
| Teachers and teaching                            | 4                             | 6                                   | 8                           | 13                         | 30                  | 27             | 12                   |

| <b>Response</b>                 | <b>At least once a week %</b> | <b>About once every 2–3 weeks %</b> | <b>About once a month %</b> | <b>About once a term %</b> | <b>Less often %</b> | <b>Never %</b> | <b>No response %</b> |
|---------------------------------|-------------------------------|-------------------------------------|-----------------------------|----------------------------|---------------------|----------------|----------------------|
| support staff in other schools  |                               |                                     |                             |                            |                     |                |                      |
| Repository or learning platform | 4                             | 6                                   | 6                           | 5                          | 15                  | 43             | 21                   |
| Other                           | 0                             | 1                                   | 1                           | 0                          | 1                   | 14             | 83                   |
| <b>N = 793</b>                  |                               |                                     |                             |                            |                     |                |                      |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

### **Table 4.17c Q9 How often do you use digital learning resources from others?**

#### **Special**

| <b>Response</b>                                  | <b>At least once a week %</b> | <b>About once every 2–3 weeks %</b> | <b>About once a month %</b> | <b>About once a term %</b> | <b>Less often %</b> | <b>Never %</b> | <b>No response %</b> |
|--|-------------------------------|-------------------------------------|-----------------------------|----------------------------|---------------------|----------------|----------------------|
| Internet   | 58                            | 19                                  | 11                          | 5                          | 3                   | 1              | 4                    |
| Commercial providers                             | 41                            | 15                                  | 15                          | 8                          | 9                   | 5              | 9                    |
| Teachers and teaching support staff in my school | 17                            | 12                                  | 15                          | 19                         | 16                  | 11             | 10                   |

| <b>Response</b>                                      | <b>At least once a week %</b> | <b>About once every 2–3 weeks %</b> | <b>About once a month %</b> | <b>About once a term %</b> | <b>Less often %</b> | <b>Never %</b> | <b>No response %</b> |
|--|-------------------------------|-------------------------------------|-----------------------------|----------------------------|---------------------|----------------|----------------------|
| Teachers and teaching support staff in other schools | 8                             | 8                                   | 7                           | 13                         | 23                  | 26             | 16                   |
| Repository or learning platform                      | 8                             | 3                                   | 4                           | 6                          | 11                  | 38             | 31                   |
| Subject associations                                 | 5                             | 5                                   | 7                           | 10                         | 15                  | 32             | 26                   |
| Other  | 1                             | 1                                   | 0                           | 0                          | 1                   | 10             | 87                   |
| <b>N = 466</b>                                       |                               |                                     |                             |                            |                     |                |                      |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Over half of teachers in primary and special schools were fairly regular users of digital learning resources from the internet, reporting that they used these at least once a week. Furthermore, just over 40 per cent used digital learning resources from commercial providers at least once a week. In secondary schools, both of these sources were used less regularly.

**Table 4.18 Q22 How frequently do you use the following ICT resources in lessons?**

| Response                               | All/most lessons<br>% | More than half of lessons<br>% | Around half of lessons<br>% | Less than half of lessons<br>% | Rarely/never<br>% | No response<br>% |
|--|-----------------------|--------------------------------|-----------------------------|--------------------------------|-------------------|------------------|
| <b>Primary</b>                         |                       |                                |                             |                                |                   |                  |
| Display technologies                   | 50                    | 22                             | 12                          | 8                              | 5                 | 3                |
| Computer packages                      | 12                    | 19                             | 20                          | 36                             | 8                 | 5                |
| Internet-based resources               | 10                    | 26                             | 29                          | 28                             | 4                 | 3                |
| Subject-specific software applications | 5                     | 22                             | 27                          | 37                             | 4                 | 4                |
| Digital video or camera equipment      | 1                     | 7                              | 9                           | 54                             | 25                | 4                |
| Learning platforms                     | 1                     | 3                              | 2                           | 6                              | 67                | 21               |
| <b>N = 419</b>                         |                       |                                |                             |                                |                   |                  |
| <b>Secondary</b>                       |                       |                                |                             |                                |                   |                  |
| Display technologies                   | 35                    | 17                             | 12                          | 15                             | 18                | 3                |
| Computer packages                      | 15                    | 16                             | 13                          | 42                             | 10                | 3                |
| Subject-specific software applications | 9                     | 17                             | 19                          | 38                             | 14                | 3                |
| Internet-based resources               | 7                     | 16                             | 23                          | 45                             | 6                 | 2                |

| <b>Response</b>                        | <b>All/most lessons<br/>%</b> | <b>More than half of lessons<br/>%</b> | <b>Around half of lessons<br/>%</b> | <b>Less than half of lessons<br/>%</b> | <b>Rarely/<br/>never<br/>%</b> | <b>No response<br/>%</b> |
|--|-------------------------------|--|-------------------------------------|--|--------------------------------|--------------------------|
| Learning platforms                     | 3                             | 4                                      | 4                                   | 16                                     | 63                             | 9                        |
| Digital video or camera equipment      | 1                             | 4                                      | 5                                   | 34                                     | 53                             | 3                        |
| <b>N = 793</b>                         |                               |  |                                     |  |                                |                          |
| <b>Special</b>                         |                               |  |                                     |  |                                |                          |
| Display technologies                   | 34                            | 21                                     | 17                                  | 18                                     | 8                              | 2                        |
| Computer packages                      | 12                            | 20                                     | 17                                  | 34                                     | 15                             | 3                        |
| Internet-based resources               | 9                             | 23                                     | 27                                  | 35                                     | 4                              | 2                        |
| Subject-specific software applications | 8                             | 19                                     | 23                                  | 37                                     | 11                             | 3                        |
| Digital video or camera equipment      | 7                             | 13                                     | 18                                  | 41                                     | 20                             | 2                        |
| Learning platforms                     | 2                             | 2                                      | 5                                   | 12                                     | 61                             | 18                       |
| <b>N = 466</b>                         |                               |  |                                     |  |                                |                          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

More primary respondents reported using computer packages, internet-based resources and subject-specific software in at least half their lessons compared with secondary and special school respondents. For example, around two-thirds of the primary school teachers said they used internet-based resources in at least half (ie 'around half', 'more than half' or 'all/most') of their lessons, compared with just under half of secondary school teachers and almost three-fifths of special school teachers.

Digital videos and camera equipment were reported to be used less frequently: just over half of secondary school respondents, a quarter of primary school respondents and a fifth of special school teachers said they rarely or never used these.

Learning platforms were even less frequently used by teachers: around two-thirds of teachers across the three sectors said they rarely or never used these in lessons.

**Table 4.19 Q23 How frequently do you use ICT in the following ways in lessons?**

| <b>Response</b>                         | <b>All/most lessons %</b> | <b>More than half of lessons %</b> | <b>Around half of lessons %</b> | <b>Less than half of lessons %</b> | <b>Rarely/ never %</b> | <b>No response %</b> |
|---|---------------------------|------------------------------------|---------------------------------|------------------------------------|------------------------|----------------------|
| <b>Primary</b>                          |                           |                                    |                                 |                                    |                        |                      |
| Activities involving the whole class    | 41                        | 24                                 | 16                              | 16                                 | 3                      | 1                    |
| Pupils working in pairs or small groups | 6                         | 16                                 | 21                              | 48                                 | 8                      | 2                    |
| Pupils working on their own             | 6                         | 10                                 | 15                              | 52                                 | 15                     | 1                    |
| <b>N = 419</b>                          |                           |                                    |                                 |                                    |                        |                      |
| <b>Secondary</b>                        |                           |                                    |                                 |                                    |                        |                      |
| Activities involving the whole class    | 23                        | 17                                 | 17                              | 31                                 | 9                      | 2                    |
| Pupils working on their own             | 7                         | 11                                 | 14                              | 46                                 | 20                     | 2                    |
| Pupils working in pairs or small groups | 3                         | 9                                  | 15                              | 50                                 | 21                     | 2                    |

| <b>Response</b>                         | <b>All/most lessons %</b> | <b>More than half of lessons %</b> | <b>Around half of lessons %</b> | <b>Less than half of lessons %</b> | <b>Rarely/never %</b> | <b>No response %</b> |
|---|---------------------------|------------------------------------|---------------------------------|------------------------------------|-----------------------|----------------------|
| <b>N = 793</b>                          |                           |                                    |                                 |                                    |                       |                      |
| <b>Special</b>                          |                           |                                    |                                 |                                    |                       |                      |
| Activities involving the whole class    | 26                        | 23                                 | 19                              | 26                                 | 5                     | 2                    |
| Pupils working in pairs or small groups | 6                         | 17                                 | 23                              | 41                                 | 11                    | 3                    |
| Pupils working on their own             | 7                         | 17                                 | 23                              | 41                                 | 10                    | 2                    |
| <b>N = 466</b>                          |                           |                                    |                                 |                                    |                       |                      |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Respondents across the three sectors used ICT in activities involving the whole class much more frequently than they did with pupils working on their own or in pairs or small groups. This was especially pronounced among teachers in the primary school sample, two-fifths of whom reported using ICT for whole-class activities in at least half of their lessons.

Just under a third of primary school teachers said they used ICT for at least half of their lessons with pupils working on their own.

In secondary schools, respondents tended to use ICT less frequently for each type of activity compared with primary school teachers.

**Table 4.20 Q24 How frequently do you use ICT in lessons to help pupils to:**

| <b>Response</b>     | <b>All/most lessons %</b> | <b>More than half of lessons %</b> | <b>Around half of lessons %</b> | <b>Less than half of lessons %</b> | <b>Rarely/ never %</b> | <b>No response %</b> |
|---------------------|---------------------------|------------------------------------|---------------------------------|------------------------------------|------------------------|----------------------|
| <b>Primary</b>      |                           |                                    |                                 |                                    |                        |                      |
| Gather information  | 2                         | 7                                  | 15                              | 54                                 | 20                     | 1                    |
| Be creative         | 1                         | 7                                  | 11                              | 47                                 | 33                     | 1                    |
| Problem solve       | 1                         | 4                                  | 14                              | 47                                 | 33                     | 1                    |
| Analyse information | 1                         | 4                                  | 9                               | 53                                 | 32                     | 1                    |
| Work with others    | 1                         | 4                                  | 8                               | 20                                 | 65                     | 2                    |
| <b>N = 419</b>      |                           |                                    |                                 |                                    |                        |                      |
| <b>Secondary</b>    |                           |                                    |                                 |                                    |                        |                      |
| Gather information  | 2                         | 10                                 | 12                              | 54                                 | 20                     | 2                    |
| Be creative         | 2                         | 5                                  | 6                               | 35                                 | 50                     | 2                    |
| Problem solve       | 2                         | 5                                  | 6                               | 34                                 | 51                     | 2                    |
| Analyse information | 1                         | 6                                  | 9                               | 48                                 | 33                     | 2                    |
| Work with others    | 1                         | 2                                  | 4                               | 18                                 | 73                     | 3                    |
| <b>N = 793</b>      |                           |                                    |                                 |                                    |                        |                      |
| <b>Special</b>      |                           |                                    |                                 |                                    |                        |                      |
| Gather information  | 2                         | 10                                 | 18                              | 44                                 | 26                     | 1                    |
| Be creative         | 2                         | 6                                  | 15                              | 39                                 | 36                     | 2                    |
| Work with others    | 1                         | 3                                  | 8                               | 18                                 | 69                     | 2                    |
| Problem solve       | 0                         | 3                                  | 13                              | 38                                 | 44                     | 2                    |

| Response            | All/most lessons<br>% | More than half of lessons<br>% | Around half of lessons<br>% | Less than half of lessons<br>% | Rarely/never<br>% | No response<br>% |
|---------------------|-----------------------|--------------------------------|-----------------------------|--------------------------------|-------------------|------------------|
| Analyse information | 0                     | 2                              | 9                           | 34                             | 53                | 2                |
| <b>N = 466</b>      |                       |                                |                             |                                |                   |                  |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

A high proportion of teachers surveyed in all three sectors indicated that they did not use ICT very often with respect to all the activities listed. The least frequently reported activity overall was using ICT to work with other pupils. Overall, teachers in secondary schools reported that they were less likely to use ICT in the activities listed compared with the primary and special school teachers.

Slightly more teachers (around a quarter) reported that they used ICT to help pupils gather information in at least half their lessons, although even for this activity, three-quarters of primary and secondary school respondents said that pupils used ICT to gather information in less than half of their lessons, rarely or never.

**Table 4.21 Q25 How often do you set homework that requires the following?**

|                  | Response                            | Very often<br>% | Quite often<br>% | Occasionally<br>% | Never<br>% | No response<br>% |
|------------------|-------------------------------------|-----------------|------------------|-------------------|------------|------------------|
| <b>Primary</b>   | Access to the internet<br>(N = 171) | 4               | 13               | 78                | 4          | 1                |
|                  | Use of a computer<br>(N = 419)      | 1               | 7                | 33                | 58         | 1                |
| <b>Secondary</b> | Access to the internet<br>(N = 670) | 12              | 33               | 54                | 1          | <1               |
|                  | Use of a computer<br>(N = 793)      | 12              | 28               | 45                | 14         | 2                |

|                | <b>Response</b>                     | <b>Very often</b><br>% | <b>Quite often</b><br>% | <b>Occasionally</b><br>% | <b>Never</b><br>% | <b>No response</b><br>% |
|----------------|-------------------------------------|------------------------|-------------------------|--------------------------|-------------------|-------------------------|
| <b>Special</b> | Access to the internet<br>(N = 105) | 2                      | 17                      | 68                       | 13                | 0                       |
|                | Use of a computer<br>(N = 466)      | 1                      | 4                       | 18                       | 75                | 3                       |

Due to rounding, percentages may not always sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Homework requiring the use of a computer or access to the internet is more characteristic of the secondary school sector than the primary or special school sectors. The findings from the full sample show that around two-fifths of respondents (42 per cent) never set homework requiring the use of a computer, and just over a third of respondents do so just occasionally.

Of those who set homework requiring the use of a computer, a majority (60 per cent) said that they occasionally also set homework requiring the use of the internet.

**Table 4.22 Q26 Do you encourage the use of the following types of social software by pupils to support their learning?**

|                | <b>Response</b>          | <b>Yes</b><br>% | <b>No</b><br>% | <b>I have not heard of this software</b><br>% | <b>No response</b><br>% |
|----------------|--------------------------|-----------------|----------------|---|-------------------------|
| <b>Primary</b> | Blogs                    | 2               | 81             | 15  | 2                       |
|                | Instant messaging        | 1               | 84             | 12  | 2                       |
|                | Online discussion groups | 1               | 82             | 14  | 2                       |
|                | Wikis                    | 1               | 64             | 32  | 2                       |
|                | <b>N = 419</b>           |                 |                |   |                         |

|                  | <b>Response</b>          | <b>Yes<br/>%</b> | <b>No<br/>%</b> | <b>I have not heard of<br/>this software<br/>%</b> | <b>No response<br/>%</b> |
|------------------|--------------------------|------------------|-----------------|--|--------------------------|
| <b>Secondary</b> | Wikis                    | 7                | 65              | 25   | 3                        |
|                  | Online discussion groups | 6                | 83              | 9  | 3                        |
|                  | Blogs                    | 4                | 85              | 8  | 3                        |
|                  | Instant messaging        | 2                | 86              | 9  | 3                        |
|                  | <b>N = 793</b>           |                  |                 |  |                          |
| <b>Special</b>   | Wikis                    | 3                | 69              | 25   | 3                        |
|                  | Online discussion groups | 2                | 86              | 10   | 3                        |
|                  | Instant messaging        | 2                | 85              | 10   | 3                        |
|                  | Blogs                    | 1                | 85              | 11   | 3                        |
|                  | <b>N = 466</b>           |                  |                 |  |                          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Respondents did not generally encourage the use of social software to support learning. However, 10 per cent of teachers had not heard of online discussion groups, blogs and instant messaging. Wikis were even less familiar to respondents – over a quarter had not heard of this form of social networking.

**Table 4.23a Q27 How often do the following reasons prevent you from using ICT in lessons?****Primary**

| <b>Response</b>                                | <b>A lot of the time %</b> | <b>Some of the time %</b> | <b>Not sure %</b> | <b>Rarely %</b> | <b>Never %</b> | <b>No response %</b> |
|--|----------------------------|---------------------------|-------------------|-----------------|----------------|----------------------|
| I find ICT difficult to access in my school    | 5                          | 18                        | 3                 | 37              | 35             | 2                    |
| I don't think it is time effective             | 4                          | 22                        | 7                 | 30              | 35             | 2                    |
| I don't feel confident using ICT in my lessons | 3                          | 19                        | 4                 | 32              | 40             | 1                    |
| I don't know how to use ICT resources          | 2                          | 25                        | 4                 | 41              | 26             | 1                    |
| I don't know where to find ICT resources       | 1                          | 25                        | 5                 | 38              | 30             | 1                    |
| I don't think it benefits learners             | 1                          | 18                        | 5                 | 31              | 43             | 2                    |
| The learners don't like using ICT              | 0                          | 1                         | 3                 | 26              | 67             | 2                    |
| Other  | 2                          | 2                         |                   | 1               | 4              | 91                   |
| <b>N = 419</b>                                 |                            |                           |                   |                 |                |                      |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

**Table 4.23b Q27 How often do the following reasons prevent you from using ICT in lessons?****Secondary**

| <b>Response</b>                                | <b>A lot of the time %</b> | <b>Some of the time %</b> | <b>Not sure %</b> | <b>Rarely %</b> | <b>Never %</b> | <b>No response %</b> |
|--|----------------------------|---------------------------|-------------------|-----------------|----------------|----------------------|
| I find ICT difficult to access in my school    | 14                         | 27                        | 4                 | 26              | 27             | 3                    |
| I don't think it is time effective             | 5                          | 24                        | 6                 | 24              | 38             | 3                    |
| I don't feel confident using ICT in my lessons | 3                          | 16                        | 4                 | 29              | 46             | 3                    |
| I don't think it benefits learners             | 2                          | 18                        | 6                 | 27              | 44             | 3                    |
| I don't know how to use ICT resources          | 2                          | 17                        | 3                 | 32              | 44             | 2                    |
| I don't know where to find ICT resources       | 2                          | 15                        | 5                 | 32              | 44             | 3                    |
| The learners don't like using ICT              | 1                          | 4                         | 4                 | 30              | 59             | 3                    |
| Other  | 3                          | 2                         | 0                 | 1               | 5              | 90                   |
| <b>N = 793</b>                                 |                            |                           |                   |                 |                |                      |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

**Table 4.23c Q27 How often do the following reasons prevent you from using ICT in lessons?****Special**

| <b>Response</b>                                | <b>A lot of the time %</b> | <b>Some of the time %</b> | <b>Not sure %</b> | <b>Rarely %</b> | <b>Never %</b> | <b>No response %</b> |
|--|----------------------------|---------------------------|-------------------|-----------------|----------------|----------------------|
| I find ICT difficult to access in my school    | 4                          | 16                        | 4                 | 34              | 38             | 4                    |
| I don't feel confident using ICT in my lessons | 3                          | 14                        | 4                 | 33              | 44             | 3                    |
| I don't know how to use ICT resources          | 2                          | 22                        | 3                 | 40              | 30             | 3                    |
| I don't think it is time effective             | 2                          | 16                        | 6                 | 32              | 41             | 3                    |
| I don't know where to find ICT resources       | 1                          | 25                        | 4                 | 34              | 33             | 3                    |
| I don't think it benefits learners             | 1                          | 12                        | 4                 | 32              | 47             | 3                    |
| The learners don't like using ICT              | 1                          | 7                         | 4                 | 36              | 49             | 3                    |
| Other  | 4                          | 3                         | 1                 | 1               | 4              | 87                   |
| <b>N = 466</b>                                 |                            |                           |                   |                 |                |                      |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

In the vast majority of cases, respondents had no particular issues that prevented them from accessing ICT in lessons on a regular basis.

When respondents did identify reasons for not using ICT in lessons, there were differences between the sectors. In secondary schools, the barriers seemed to be related to issues around access. In primary schools, the reasons were more focused on CPD and lack of guidance about where to find suitable resources. In special schools, CPD and lack of guidance about where to find resources were again identified as barriers by around a quarter of respondents.

### 4.3 Use of ICT facilities

**Table 4.24 Q23 Does your school or the local authority facilitate community use of the school's ICT facilities in any of the following ways?**

|                  | Response   | %  |
|------------------|--|----|
| <b>Primary</b>   | Adult learning or evening classes                            | 17 |
|                  | Other access to ICT facilities <i>during</i> the school day  | 14 |
|                  | Drop-in access to the internet <i>during</i> the school day  | 11 |
|                  | Drop-in access to the internet <i>outside</i> the school day | 9  |
|                  | Other access to ICT facilities <i>outside</i> the school day | 9  |
|                  | None of these  | 64 |
|                  | No response  | 2  |
|                  | <b>N =159</b>  |    |
| <b>Secondary</b> | Adult learning or evening classes                            | 47 |
|                  | Other access to ICT facilities <i>outside</i> school day     | 30 |
|                  | Other access to ICT facilities <i>during</i> the school day  | 14 |
|                  | Drop-in access to the internet <i>outside</i> the school day | 11 |
|                  | Drop-in access to the internet <i>during</i> the school day  | 10 |
|                  | None of these  | 38 |
|                  | No response  | 3  |
|                  | <b>N = 150</b>   |    |

|                | <b>Response</b>  | <b>%</b> |
|----------------|--|----------|
| <b>Special</b> | Drop-in access to the internet <i>during</i> school day      | 7        |
|                | Other access to ICT facilities <i>during</i> the school day  | 7        |
|                | Drop-in access to the internet <i>outside</i> the school day | 5        |
|                | Adult learning or evening classes                            | 5        |
|                | Other access to ICT facilities <i>outside</i> the school day | 4        |
|                | None of these  | 82       |
|                | No response  | 2        |
|                | <b>N = 193</b>   |          |

More than one answer could be given, so percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

Secondary schools offered considerably more community access to their ICT facilities than did either primary or special schools: nearly half of senior leaders responding to the survey indicated that they facilitated adult learning or evening classes (47 per cent), compared with only 17 per cent of respondents in primary schools and just 5 per cent in special schools. However, community access to schools' ICT facilities remained low overall, especially during the school day.

**Table 4.25 Q24 Does your school or the local authority facilitate pupil use of your school's ICT facilities in any of the following ways?**

|                | <b>Response</b>                      | <b>%</b> |
|----------------|--------------------------------------|----------|
| <b>Primary</b> | After-school clubs                   | 50       |
|                | Lunchtime clubs                      | 28       |
|                | Informal access at lunchtimes/breaks | 21       |
|                | Breakfast clubs                      | 13       |
|                | Informal access after school         | 10       |
|                | Informal access before school        | 6        |
|                | None of these                        | 30       |
|                | No response                          | 1        |
|                | <b>N = 159</b>                       |          |

|                  | <b>Response</b>                      | <b>%</b> |
|------------------|--------------------------------------|----------|
| <b>Secondary</b> | After-school clubs                   | 81       |
|                  | Informal access at lunchtimes/breaks | 77       |
|                  | Lunchtime clubs                      | 76       |
|                  | Informal access after school         | 73       |
|                  | Informal access before school        | 51       |
|                  | Breakfast clubs                      | 22       |
|                  | None of these                        | 1        |
|                  | No response                          | 2        |
|                  | <b>N = 150</b>                       |          |
| <b>Special</b>   | Informal access at lunchtimes/breaks | 54       |
|                  | Lunchtime clubs                      | 50       |
|                  | After-school clubs                   | 33       |
|                  | Informal access after school         | 16       |
|                  | Informal access before school        | 13       |
|                  | Breakfast clubs                      | 7        |
|                  | None of these                        | 19       |
|                  | No response                          | 3        |
|                  | <b>N = 193</b>                       |          |

More than one answer could be given, so percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

Schools provided a large degree of flexibility to accommodate pupils' use of ICT facilities outside normal lesson times. All these forms of access were more common in secondary schools than in either primary or special schools. Lunchtime clubs, for example, were offered by three-quarters (76 per cent) of secondary schools, compared with just over a quarter (26 per cent) of primary schools.

#### 4.4 E-assessment and reporting

**Table 4.26a Q28 How often do you use technology for pupil assessment in the following ways?**

**Primary**

| <b>Response</b>   | <b>At least once a week %</b> | <b>About once every 2–3 weeks %</b> | <b>About once a month %</b> | <b>About once a term %</b> | <b>Less often %</b> | <b>Never %</b> | <b>No response %</b> |
|---|-------------------------------|-------------------------------------|-----------------------------|----------------------------|---------------------|----------------|----------------------|
| To analyse and/or report assessment data  | 4                             | 8                                   | 21                          | 37                         | 12                  | 16             | 3                    |
| To enable pupils to demonstrate their learning as part of the assessment process (eg using presentation software) | 3                             | 5                                   | 13                          | 20                         | 22                  | 36             | 1                    |
| To assess work and offer feedback to pupils (eg marking/ commenting electronically)                               | 3                             | 2                                   | 5                           | 7                          | 16                  | 65             | 1                    |
| To create or administer tests   | 1                             | 4                                   | 8                           | 20                         | 24                  | 41             | 2                    |
| To enable pupil-to-pupil reflection   | 1                             | 2                                   | 2                           | 6                          | 18                  | 69             | 2                    |

| <b>Response</b>                       | <b>At least once a week %</b> | <b>About once every 2–3 weeks %</b> | <b>About once a month %</b> | <b>About once a term %</b> | <b>Less often %</b> | <b>Never %</b> | <b>No response %</b> |
|---------------------------------------|-------------------------------|-------------------------------------|-----------------------------|----------------------------|---------------------|----------------|----------------------|
| To enable pupil-to-teacher reflection | 0                             | 2                                   | 4                           | 6                          | 20                  | 65             | 2                    |
| <b>Other</b>                          |                               |                                     |                             |                            |                     |                |                      |
| N = 419                               |                               |                                     |                             |                            |                     |                |                      |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

### **Table 4.26b Q28 How often do you use technology for pupil assessment in the following ways?**

#### **Secondary**

| <b>Response</b>  | <b>At least once a week %</b> | <b>About once every 2–3 weeks %</b> | <b>About once a month %</b> | <b>About once a term %</b> | <b>Less often %</b> | <b>Never %</b> | <b>No response %</b> |
|--|-------------------------------|-------------------------------------|-----------------------------|----------------------------|---------------------|----------------|----------------------|
| To analyse and/or report assessment data   | 10                            | 17                                  | 26                          | 26                         | 10                  | 8              | 3                    |
| To assess work and offer feedback to pupils (eg marking/commenting electronically) | 4                             | 8                                   | 9                           | 14                         | 21                  | 42             | 3                    |

| <b>Response</b>   | <b>At least once a week %</b> | <b>About once every 2–3 weeks %</b> | <b>About once a month %</b> | <b>About once a term %</b> | <b>Less often %</b> | <b>Never %</b> | <b>No response %</b> |
|---|-------------------------------|-------------------------------------|-----------------------------|----------------------------|---------------------|----------------|----------------------|
| To enable pupils to demonstrate their learning as part of the assessment process (eg using presentation software) | 3                             | 8                                   | 14                          | 27                         | 25                  | 19             | 3                    |
| To create or administer tests   | 3                             | 7                                   | 17                          | 21                         | 22                  | 28             | 3                    |
| To enable pupil-to-teacher reflection   | 3                             | 4                                   | 8                           | 12                         | 22                  | 47             | 4                    |
| To enable pupil-to-pupil reflection   | 1                             | 3                                   | 6                           | 9                          | 22                  | 56             | 4                    |
| Other   |                               |                                     |                             |                            |                     |                |                      |
| N = 793   |                               |                                     |                             |                            |                     |                |                      |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

**Table 4.26c Q28 How often do you use technology for pupil assessment in the following ways?****Special**

| <b>Response</b>   | <b>At least once a week %</b> | <b>About once every 2–3 weeks %</b> | <b>About once a month %</b> | <b>About once a term %</b> | <b>Less often %</b> | <b>Never %</b> | <b>No response %</b> |
|---|-------------------------------|-------------------------------------|-----------------------------|----------------------------|---------------------|----------------|----------------------|
| To analyse and/or report assessment data  | 4                             | 9                                   | 13                          | 33                         | 15                  | 24             | 3                    |
| To enable pupils to demonstrate their learning as part of the assessment process (eg using presentation software) | 4                             | 9                                   | 13                          | 19                         | 21                  | 31             | 3                    |
| To assess work and offer feedback to pupils (eg marking/ commenting electronically)                               | 3                             | 4                                   | 5                           | 11                         | 16                  | 57             | 3                    |
| To create or administer tests   | 2                             | 3                                   | 7                           | 18                         | 20                  | 47             | 3                    |
| To enable pupil-to-teacher reflection   | 1                             | 2                                   | 7                           | 8                          | 20                  | 58             | 3                    |

| <b>Response</b>                     | <b>At least once a week %</b> | <b>About once every 2–3 weeks %</b> | <b>About once a month %</b> | <b>About once a term %</b> | <b>Less often %</b> | <b>Never %</b> | <b>No response %</b> |
|-------------------------------------|-------------------------------|-------------------------------------|-----------------------------|----------------------------|---------------------|----------------|----------------------|
| To enable pupil-to-pupil reflection | 1                             | 1                                   | 5                           | 5                          | 19                  | 66             | 4                    |
| Other                               |                               |                                     |                             |                            |                     |                |                      |
| <b>N = 466</b>                      |                               |                                     |                             |                            |                     |                |                      |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Technology for pupil assessment was used most frequently in all three school sectors to analyse and report assessment data, and a higher proportion of schools did this once a term rather than more frequently.

Other uses of technology tended not to be very frequent, especially using technology to enable pupil-to-teacher or pupil-to-pupil reflection. Well over half of primary and special schools, and almost as many secondary schools, reported that they never used technology to enable reflection.

It is also worth noting that over half of secondary schools used technology to enable pupils to demonstrate their learning as part of the assessment process about once a term or less often.

#### **Table 4.27a Q29 How often do you use electronically held pupil assessment information in each of the following ways?**

##### **Primary**

| <b>Response</b>                           | <b>At least once a week %</b> | <b>About once every 2–3 weeks %</b> | <b>About once a month %</b> | <b>About once a term %</b> | <b>Less often %</b> | <b>Never %</b> | <b>No response %</b> |
|---|-------------------------------|-------------------------------------|-----------------------------|----------------------------|---------------------|----------------|----------------------|
| I share this information with other staff | 2                             | 6                                   | 14                          | 44                         | 17                  | 14             | 3                    |

|   |   |   |   |    |    |    |   |
|---|---|---|---|----|----|----|---|
| I use this information to enable diagnostic testing             | 1 | 2 | 8 | 24 | 26 | 35 | 5 |
| I use this information to enable pupil self-assessment          | 0 | 1 | 4 | 10 | 19 | 63 | 3 |
| I use this information to enable pupil peer assessment          | 0 | 1 | 3 | 5  | 19 | 68 | 3 |
| I make this information available to parents (eg pupil reports) | 0 | 1 | 1 | 23 | 45 | 26 | 4 |
| Other   |   |   |   |    |    |    |   |
| <b>N = 419</b>  |   |   |   |    |    |    |   |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

**Table 4.27b Q29 How often do you use electronically held pupil assessment information in each of the following ways?**

**Secondary**

| Response                                  | At least once a week % | About once every 2–3 weeks % | About once a month % | About once a term % | Less often % | Never % | No response % |
|---|------------------------|------------------------------|----------------------|---------------------|--------------|---------|---------------|
| I share this information with other staff | 11                     | 19                           | 25                   | 30                  | 8            | 5       | 3             |
| I use this information to                 | 2                      | 7                            | 13                   | 24                  | 25           | 27      | 3             |

| <b>Response</b>   | <b>At least once a week %</b> | <b>About once every 2–3 weeks %</b> | <b>About once a month %</b> | <b>About once a term %</b> | <b>Less often %</b> | <b>Never %</b> | <b>No response %</b> |
|---|-------------------------------|-------------------------------------|-----------------------------|----------------------------|---------------------|----------------|----------------------|
| enable pupil self-assessment                                    |                               |                                     |                             |                            |                     |                |                      |
| I use this information to enable diagnostic testing             | 2                             | 7                                   | 13                          | 22                         | 26                  | 26             | 4                    |
| I make this information available to parents (eg pupil reports) | 2                             | 4                                   | 10                          | 48                         | 21                  | 12             | 3                    |
| I use this information to enable pupil peer assessment          | 1                             | 4                                   | 8                           | 13                         | 30                  | 41             | 3                    |
| Other   |                               |                                     |                             |                            |                     |                |                      |
| <b>N = 793</b>  |                               |                                     |                             |                            |                     |                |                      |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

**Table 4.27c Q29 How often do you use electronically held pupil assessment information in each of the following ways?**

**Special**

| <b>Response</b> | <b>At least once a week %</b> | <b>About once every 2–3 weeks %</b> | <b>About once a month %</b> | <b>About once a term %</b> | <b>Less often %</b> | <b>Never %</b> | <b>No response %</b> |
|-----------------|-------------------------------|-------------------------------------|-----------------------------|----------------------------|---------------------|----------------|----------------------|
|                 |                               |                                     |                             |                            |                     |                |                      |

| <b>Response</b>   | <b>At least once a week %</b> | <b>About once every 2–3 weeks %</b> | <b>About once a month %</b> | <b>About once a term %</b> | <b>Less often %</b> | <b>Never %</b> | <b>No response %</b> |
|---|-------------------------------|-------------------------------------|-----------------------------|----------------------------|---------------------|----------------|----------------------|
| I share this information with other staff                       | 5                             | 6                                   | 9                           | 40                         | 22                  | 15             | 3                    |
| I use this information to enable diagnostic testing             | 1                             | 2                                   | 6                           | 22                         | 25                  | 39             | 5                    |
| I make this information available to parents (eg pupil reports) | 1                             | 2                                   | 4                           | 28                         | 38                  | 24             | 3                    |
| I use this information to enable pupil self-assessment          | 0                             | 1                                   | 7                           | 12                         | 19                  | 58             | 3                    |
| I use this information to enable pupil peer assessment          | 0                             | 1                                   | 3                           | 7                          | 18                  | 68             | 3                    |
| Other   |                               |                                     |                             |                            |                     |                |                      |
| <b>N = 466</b>  |                               |                                     |                             |                            |                     |                |                      |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

The greatest proportion of respondents indicated that they used electronically held pupil assessment information for the various purposes listed in the survey only about once a term or less often.

Some variation was, however, evident between responses from secondary school teachers and those in the primary school and (to a lesser extent) the special school sectors. Secondary school respondents used all types of information more frequently. For instance, they were roughly three times more likely to use the information to enable pupil self-assessment, and to make the information available to parents at least once a term.

**Table 4.28 Q30 Which of the following best describes your approach to producing pupil reports?**

|                  | <b>Response</b>  | <b>%</b> |
|------------------|--|----------|
| <b>Primary</b>   | Electronic – modification/re-use of prepared templates | 47       |
|                  | Electronic – creation of own templates                 | 30       |
|                  | A combination of the above                             | 17       |
|                  | Handwritten/manual                                     | 4        |
|                  | No response  | 2        |
|                  | <b>N = 419</b>   |          |
| <b>Secondary</b> | Electronic – modification/re-use of prepared templates | 57       |
|                  | Electronic – creation of own templates                 | 18       |
|                  | A combination of the above                             | 16       |
|                  | Handwritten/manual                                     | 4        |
|                  | No response  | 4        |
|                  | <b>N = 793</b>   |          |
| <b>Special</b>   | Electronic – modification/re-use of prepared templates | 47       |
|                  | Electronic – creation of own templates                 | 28       |
|                  | A combination of the above                             | 18       |
|                  | Handwritten/manual                                     | 4        |
|                  | No response  | 3        |
|                  | <b>N = 466</b>   |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Most teachers said that they used electronic reporting, although a higher proportion of primary and special school respondents created their own templates.

Handwritten or manual reports were very unusual – only 4 per cent of respondents in each sample group used this approach to producing pupil reports.

## 5. Practitioner perceptions, confidence and CPD

### 5.1 CPD

**Table 5.1 Q9 Have you participated in any ICT leadership training in the past two years?**

|                  | Response       | %  |
|------------------|----------------|----|
| <b>Primary</b>   | No             | 69 |
|                  | Yes            | 29 |
|                  | No response    | 3  |
|                  | <b>N =159</b>  |    |
| <b>Secondary</b> | No             | 70 |
|                  | Yes            | 27 |
|                  | No response    | 3  |
|                  | <b>N =150</b>  |    |
| <b>Special</b>   | No             | 73 |
|                  | Yes            | 26 |
|                  | No response    | 1  |
|                  | <b>N = 193</b> |    |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

Across each of the sectors, around 70 per cent of senior leaders said they had not participated in ICT leadership training over the past year.

**Table 5.2 Q31 What percentage of teachers in your school has had in-service ICT training while at your school? Please provide an estimated percentage:**

|                  | Response       | In-service training |
|------------------|----------------|---------------------|
| <b>Primary</b>   | Mean           | 73                  |
|                  | Median         | 100                 |
|                  | Min            | 5                   |
|                  | Max            | 100                 |
|                  | <b>N = 91</b>  |                     |
| <b>Secondary</b> | Mean           | 61                  |
|                  | Median         | 75                  |
|                  | Min            | 1                   |
|                  | Max            | 100                 |
|                  | <b>N = 98</b>  |                     |
| <b>Special</b>   | Mean           | 71                  |
|                  | Median         | 90                  |
|                  | Min            | 1                   |
|                  | Max            | 100                 |
|                  | <b>N = 107</b> |                     |

Source: NFER Harnessing Technology School Leadership Survey 2008.

Fewer secondary school teachers than primary or special school teachers had taken part in-service training in the past year: an average of 61 per cent of secondary school teachers compared with three-quarters of primary or special school teachers.

**Table 5.3 Q53 Which of the following types of training in the use of technology are teachers at your school able to obtain?**

|                | Responses                                   | %  |
|----------------|---|----|
| <b>Primary</b> | Informal support                            | 87 |
|                | Formal training courses delivered in person | 81 |
|                | Finding information online                  | 63 |
|                | DVDs or CD-ROMs                             | 52 |
|                | Reading books or manuals                    | 49 |
|                | Formal training courses delivered online    | 15 |
|                | Others                                      | 11 |

|                  | <b>Responses</b>                            | <b>%</b> |
|------------------|---|----------|
|                  | None of the above                           | 0        |
|                  | No response                                 | 2        |
|                  | <b>N = 176</b>                              |          |
| <b>Secondary</b> | Informal support                            | 91       |
|                  | Formal training courses delivered in person | 78       |
|                  | Finding information online                  | 72       |
|                  | Reading books or manuals                    | 62       |
|                  | DVDs or CD-ROMs                             | 44       |
|                  | Formal training courses delivered online    | 28       |
|                  | Others                                      | 8        |
|                  | None of the above                           | 1        |
|                  | No response                                 | 3        |
|                  | <b>N = 184</b>                              |          |
| <b>Special</b>   | Informal support                            | 91       |
|                  | Formal training courses delivered in person | 86       |
|                  | Finding information online                  | 71       |
|                  | Reading books or manuals                    | 54       |
|                  | DVDs or CD-ROMs                             | 50       |
|                  | Formal training courses delivered online    | 23       |
|                  | Others                                      | 14       |
|                  | None of the above                           | 1        |
|                  | No response                                 | 2        |
|                  | <b>N = 201</b>                              |          |

More than one answer could be given, so percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

The majority of respondents, especially in secondary and special schools, reported that informal support was the most frequently available form of training in the use of technology which was available to teachers in schools. Formal training courses, delivered in person, were the second most common form of training in all three school sectors. Over half of respondents also cited finding information online and reading books or manuals.

The least frequently cited form of support was formal training courses delivered online.

**Table 5.4 Q32 Thinking of the ICT training and/or ICT support you have accessed, please rate the following items**

**Primary**

| <b>Response</b>  | <b>Very good %</b> | <b>Quite good %</b> | <b>Not very good %</b> | <b>Not at all good %</b> | <b>Not accessed this training support %</b> | <b>No response %</b> |
|--|--------------------|---------------------|------------------------|--------------------------|---|----------------------|
| Informal support (eg discussions with other teaching staff)          | 36                 | 56                  | 3                      | 1                        | 2   | 1                    |
| Formal training courses delivered in person                          | 16                 | 59                  | 6                      | 4                        | 13  | 1                    |
| Finding information online   | 10                 | 46                  | 16                     | 8                        | 18  | 3                    |
| DVDs or CD-ROMs (eg demonstrations of how to use a software package) | 5                  | 51                  | 15                     | 6                        | 20  | 3                    |
| Reading books or manuals   | 1                  | 21                  | 30                     | 17                       | 29  | 2                    |
| Formal training courses delivered online                             | 1                  | 10                  | 8                      | 7                        | 72  | 2                    |
| Other  | 1                  | 0                   | 0                      | 0                        | 4   | 95                   |
| <b>N = 419</b>   |                    |                     |                        |                          |   |                      |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

**Table 5.4a Q32 Thinking of the ICT training and/or ICT support you have accessed, please rate the following items. (Combined items)<sup>18</sup>****Primary**

| <b>Response</b>  | <b>Good<br/>%</b> | <b>Not good<br/>%</b> | <b>N</b> |
|--|-------------------|-----------------------|----------|
| Informal support (eg discussions with other teaching staff)          | 95                | 5                     | 403      |
| Formal training courses delivered in person                          | 88                | 12                    | 360      |
| Finding information online   | 70                | 31                    | 334      |
| DVDs or CD-ROMs (eg demonstrations of how to use a software package) | 72                | 28                    | 326      |
| Reading books or manuals   | 32                | 68                    | 291      |
| Formal training courses delivered online                             | 43                | 57                    | 108      |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Teachers in primary schools who had accessed ICT training and/or support were largely positive about their experiences. This was especially so regarding informal support from colleagues and formal training courses delivered in person.

Teachers were less positive about support they accessed through reading books or manuals or from formal training courses delivered online.

<sup>18</sup> This table presents combined data. Respondents who did not access ICT training have been excluded from this table. The categories of 'Very good' and 'Quite good' have been combined to equal 'Good', and the categories of 'Not very good' and 'Not at all good' have been combined to equal 'Not good'. Please note the N is different for each case.

**Table 5.5 Q32 Thinking of the ICT training and/or ICT support you have accessed, please rate the following items****Secondary**

| <b>Response</b>  | <b>Very good %</b> | <b>Quite good %</b> | <b>Not very good %</b> | <b>Not at all good %</b> | <b>Not accessed this training support %</b> | <b>No response %</b> |
|--|--------------------|---------------------|------------------------|--------------------------|---|----------------------|
| Informal support (eg discussions with other teaching staff)          | 26                 | 59                  | 6                      | 2                        | 4   | 3                    |
| Formal training courses delivered in person                          | 13                 | 44                  | 14                     | 5                        | 21  | 3                    |
| Finding information online   | 7                  | 40                  | 21                     | 12                       | 16  | 3                    |
| DVDs or CD-ROMs (eg demonstrations of how to use a software package) | 4                  | 38                  | 17                     | 11                       | 27  | 3                    |
| Reading books or manuals   | 2                  | 19                  | 26                     | 21                       | 28  | 3                    |
| Formal training courses delivered online                             | 1                  | 10                  | 12                     | 10                       | 63  | 4                    |
| Other  | 1                  | 1                   | 1                      | 0                        | 4   | 93                   |
| <b>N = 793</b>   |                    |                     |                        |                          |   |                      |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

**Table 5.5a Q32 Thinking of the ICT training and/or ICT support you have accessed, please rate the following items. (Combined items)<sup>19</sup>****Secondary**

| <b>Response</b>  | <b>Good<br/>%</b> | <b>Not good<br/>%</b> | <b>N</b> |
|--|-------------------|-----------------------|----------|
| Informal support (eg discussions with other teaching staff)          | 91                | 9                     | 740      |
| Formal training courses delivered in person                          | 75                | 25                    | 604      |
| Finding information online   | 58                | 42                    | 637      |
| DVDs or CD-ROMs (eg demonstrations of how to use a software package) | 60                | 40                    | 550      |
| Reading books or manuals   | 31                | 69                    | 543      |
| Formal training courses delivered online                             | 33                | 67                    | 259      |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Teachers in secondary schools who had accessed ICT training and/or support were largely positive about their experiences. As with primary school teachers, secondary school teachers were positive about training or support received from their colleagues or through formal training courses delivered in person. Secondary school teachers were less positive about information accessed online.

<sup>19</sup> This table presents combined data. Respondents who did not access ICT training have been excluded from this table. The categories of 'Very good' and 'Quite good' have been combined to equal 'Good', and 'Not very good' and 'Not at all good' have been combined to equal 'Not good'. Please note the N is different for each case.

**Table 5.6 Q32 Thinking of the ICT training and/or ICT support you have accessed, please rate the following items****Special**

| <b>Response</b>  | <b>Very good %</b> | <b>Quite good %</b> | <b>Not very good %</b> | <b>Not at all good %</b> | <b>Not accessed this training support %</b> | <b>No response %</b> |
|--|--------------------|---------------------|------------------------|--------------------------|---|----------------------|
| Informal support (eg discussions with other teaching staff)          | 32                 | 55                  | 5                      | 3                        | 4   | 2                    |
| Formal training courses delivered in person                          | 15                 | 57                  | 9                      | 5                        | 13  | 2                    |
| Finding information online   | 9                  | 49                  | 19                     | 7                        | 15  | 2                    |
| DVDs or CD-ROMs (eg demonstrations of how to use a software package) | 5                  | 42                  | 20                     | 6                        | 24  | 3                    |
| Reading books or manuals   | 2                  | 25                  | 29                     | 20                       | 22  | 2                    |
| Formal training courses delivered online                             | 1                  | 7                   | 12                     | 6                        | 70  | 3                    |
| Other  | 1                  | 0                   | 0                      | 0                        | 3   | 95                   |
| <b>N = 466</b>   |                    |                     |                        |                          |   |                      |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

**Table 5.6a Q32 Thinking of the ICT training and/or ICT support you have accessed, please rate the following items. (Combined items)<sup>20</sup>****Special**

| <b>Response</b>  | <b>Good<br/>%</b> | <b>Not good<br/>%</b> | <b>N</b> |
|--|-------------------|-----------------------|----------|
| Informal support (eg discussions with other teaching staff)          | 92                | 8                     | 441      |
| Formal training courses delivered in person                          | 84                | 16                    | 398      |
| Finding information online   | 69                | 31                    | 387      |
| DVDs or CD-ROMs (eg demonstrations of how to use a software package) | 64                | 36                    | 337      |
| Reading books or manuals   | 36                | 64                    | 353      |
| Formal training courses delivered online                             | 31                | 69                    | 125      |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Teachers in special schools who had accessed ICT training and/or support were also largely positive about their experiences; as with primary and secondary school teachers, this was mainly when they had accessed training or support from their colleagues or through formal training courses delivered in person.

<sup>20</sup> This table presents combined data. Respondents who did not access ICT training have been excluded from this table. The categories of 'Very good' and 'Quite good' are combined to equal 'Good', and 'Not very good' and 'Not at all good' are combined to equal 'Not good'. Please note that N is different for each case.

**Table 5.7a Q33 In which of the following areas do you feel you need further development?****Primary**

| <b>Response</b>                                      | <b>Need a lot more development<br/>%</b> | <b>Need a little more development<br/>%</b> | <b>Don't need any more development<br/>%</b> | <b>Not applicable<br/>%</b> | <b>No response<br/>%</b> |
|--|--|---|--|-----------------------------|--------------------------|
| Using the school's learning platform                 | 27                                       | 14  | 6  | 42                          | 10                       |
| Creating electronic materials and activities         | 22                                       | 51  | 21   | 3                           | 2                        |
| Using digital video or camera equipment              | 21                                       | 53  | 22   | 3                           | 2                        |
| Supporting pupils' use of technology                 | 16                                       | 63  | 18   | 1                           | 2                        |
| Using classroom technology for teaching and learning | 14                                       | 61  | 22   | 2                           | 2                        |
| Using particular software packages                   | 10                                       | 61  | 22   | 4                           | 3                        |

| <b>Response</b>    | <b>Need a lot more development</b><br>% | <b>Need a little more development</b><br>% | <b>Don't need any more development</b><br>% | <b>Not applicable</b><br>% | <b>No response</b><br>% |
|--------------------|---|--|---|----------------------------|-------------------------|
| Using the internet | 4                                       | 25   | 66  | 3                          | 2                       |
| Other              | 1                                       | 0  | 0   | 4                          | 94                      |
| <b>N = 419</b>     |   |  |   |                            |                         |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

### **Table 5.7b Q33 In which of the following areas do you feel you need further development?**

#### **Secondary**

| <b>Response</b>                         | <b>Need a lot more development</b><br>% | <b>Need a little more development</b><br>% | <b>Don't need any more development</b><br>% | <b>Not applicable</b><br>% | <b>No response</b><br>% |
|---|---|--|---|----------------------------|-------------------------|
| Using the school's learning platform    | 37                                      | 30   | 9   | 18                         | 6                       |
| Using digital video or camera equipment | 32                                      | 36   | 16  | 11                         | 4                       |
| Supporting pupils' use of technology    | 24                                      | 53   | 16  | 3                          | 4                       |
| Using particular software packages      | 21                                      | 53   | 17  | 5                          | 4                       |

| <b>Response</b>                                      | <b>Need a lot more development</b><br>% | <b>Need a little more development</b><br>% | <b>Don't need any more development</b><br>% | <b>Not applicable</b><br>% | <b>No response</b><br>% |
|--|---|--|---|----------------------------|-------------------------|
| Creating electronic materials and activities         | 21                                      | 49   | 23  | 3                          | 4                       |
| Using classroom technology for teaching and learning | 20                                      | 55   | 17  | 3                          | 4                       |
| Using the internet                                   | 5                                       | 24   | 61  | 6                          | 4                       |
| Other  | 2                                       | 1  | 1   | 3                          | 94                      |
| <b>N = 793</b>                                       |   |  |   |                            |                         |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

**Table 5.7c Q33 In which of the following areas do you feel you need further development?  
Special**

| <b>Response</b>                                      | <b>Need a lot more development<br/>%</b> | <b>Need a little more development<br/>%</b> | <b>Don't need any more development<br/>%</b> | <b>Not applicable<br/>%</b> | <b>No response<br/>%</b> |
|--|--|---|--|-----------------------------|--------------------------|
| Creating electronic materials and activities         | 28                                       | 51  | 15   | 3                           | 3                        |
| Using the school's learning platform                 | 24                                       | 21  | 7  | 39                          | 8                        |
| Using digital video or camera equipment              | 21                                       | 52  | 23   | 2                           | 2                        |
| Using particular software packages                   | 18                                       | 64  | 12   | 3                           | 3                        |
| Using classroom technology for teaching and learning | 17                                       | 61  | 17   | 2                           | 3                        |
| Supporting pupils' use of technology                 | 17                                       | 64  | 14   | 2                           | 3                        |
| Using the internet                                   | 4  | 36  | 55   | 2                           | 3                        |
| Other  | 1  | 1   |  | 2                           | 96                       |

| <b>Response</b> | <b>Need a lot more development</b><br>% | <b>Need a little more development</b><br>% | <b>Don't need any more development</b><br>% | <b>Not applicable</b><br>% | <b>No response</b><br>% |
|-----------------|---|--|---|----------------------------|-------------------------|
| <b>N = 466</b>  |   |  |   |                            |                         |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Well over half of teachers surveyed said that they needed at least a little more development in all of the areas listed, with the exception of using the internet (just under a third of teachers said they needed some development in this area).

Fewer teachers in the secondary school group said that using learning platforms was not applicable to them, with the result that a much higher proportion (just over two-thirds) said that they needed more development in this area. More secondary teachers than teachers in the primary school group said that they needed a lot more development in using particular software packages.

**Table 5.8a Q34 a) Where do you go for advice about using ICT in teaching? b) Which source of advice do you use most often?**

|                | <b>Response</b>                                     | <b>Go for advice*</b><br>% | <b>Use most often†</b><br>% |
|----------------|---|----------------------------|-----------------------------|
| <b>Primary</b> | Other staff in the school                           | 88                         | 43                          |
|                | The ICT co-ordinator                                | 81                         | 32                          |
|                | Websites  | 52                         | 6                           |
|                | Staff within my department                          | 27                         | 1                           |
|                | Independent trainers and consultants                | 26                         | 2                           |
|                | Staff in other schools                              | 21                         | 1                           |
|                | The local authority                                 | 20                         | 1                           |
|                | Pupils  | 17                         | 0                           |
|                | Professional associations (eg subject associations) | 12                         | <1                          |
|                | Suppliers   | 8                          | <0                          |
|                | Becta   | 7                          | 1                           |
|                | Parents   | 3                          | 0                           |
|                | Unions  | 2                          | 0                           |
|                | Other   | 3                          | 2                           |
|                | None  | 0                          | 0                           |
|                | No response   | 3                          | 10                          |
| <b>N =</b>     | <b>419</b>  | <b>357</b>                 |                             |

\* More than one answer could be given, so percentages do not sum to 100.

† Due to rounding, percentages may not sum to 100; the sample size was reduced to exclude those who did not follow the instruction on the question and ticked more than one box.

Source: NFER Harnessing Technology School Teacher Survey 2008.

**Table 5.8b Q34 a) Where do you go for advice about using ICT in teaching? b) Which source of advice do you use most often?**

|                  | Response  | Go for advice*<br>% | Use most often†<br>% |
|------------------|---|---------------------|----------------------|
| <b>Secondary</b> | Other staff in the school                           | 83                  | 32                   |
|                  | Staff within my department                          | 72                  | 21                   |
|                  | The ICT co-ordinator                                | 58                  | 13                   |
|                  | Websites  | 45                  | 6                    |
|                  | Pupils  | 37                  | <1                   |
|                  | Staff in other schools                              | 28                  | 2                    |
|                  | Independent trainers and consultants                | 18                  | 1                    |
|                  | Professional associations (eg subject associations) | 14                  | <1                   |
|                  | Suppliers   | 10                  | <1                   |
|                  | The local authority                                 | 10                  | 1                    |
|                  | Becta   | 4                   | <1                   |
|                  | Unions  | 2                   | 0                    |
|                  | Parents   | 1                   | 0                    |
|                  | Other   | 2                   | 2                    |
|                  | None  | 1                   | 0                    |
|                  | No response   | 4                   | 19                   |
| <b>N =</b>       | <b>793</b>  | <b>669</b>          |                      |

\* More than one answer could be given, so percentages do not sum to 100.

† Due to rounding, percentages may not sum to 100; the sample size was reduced to exclude those who did not follow the instruction in the question and ticked more than one box.

Source: NFER Harnessing Technology School Teacher Survey 2008.

**Table 5.8c Q34 a) Where do you go for advice about using ICT in teaching? b) Which source of advice do you use most often?**

|                | Response  | Go for advice*<br>% | Use most often†<br>% |
|----------------|---|---------------------|----------------------|
| <b>Special</b> | Other staff in the school                           | 85                  | 39                   |
|                | The ICT co-ordinator                                | 73                  | 24                   |
|                | Websites  | 50                  | 7                    |
|                | Staff within my department                          | 37                  | 3                    |
|                | Independent trainers and consultants                | 26                  | 2                    |
|                | Staff in other schools                              | 25                  | 2                    |
|                | The local authority                                 | 17                  | 1                    |
|                | Pupils  | 14                  | 0                    |
|                | Professional associations (eg subject associations) | 12                  | 0                    |
|                | Suppliers   | 11                  | 1                    |
|                | Becta   | 10                  | <1                   |
|                | Unions  | 3                   | 0                    |
|                | Parents   | 1                   | 0                    |
|                | Other   | 4                   | 3                    |
|                | None  | 1                   | 0                    |
|                | No response   | 4                   | 16                   |
| <b>N =</b>     | <b>466</b>  | <b>383</b>          |                      |

\* More than one answer could be given, so percentages do not sum to 100.

† Due to rounding, percentages may not sum to 100; the sample size was reduced to exclude those who did not follow the instruction in the question and ticked more than one box.

Source: NFER Harnessing Technology School Teacher Survey 2008.

School-based staff emerged strongly as the most likely source of advice about using ICT in teaching for respondents. Around half of teachers surveyed said that they consulted staff within their departments, just over two-thirds consulted the ICT co-ordinator, and almost nine out of 10 used advice from other staff in the school.

Other staff in the school and the ICT co-ordinator were also the sources of advice that respondents said they used most often, although it should be noted that the non-response rate was high for this second question.

Of the sources of advice that were not school based, respondents were most likely to consult websites. Respondents were less likely to turn to other sources of advice such as professional associations and local authorities.

## 5.2 Practitioner perceptions

**Table 5.9 Q32 Overall, how confident would you say teachers at your school are in the use of ICT in delivering the school curriculum?**

|                  | Response             |    |
|------------------|----------------------|----|
| <b>Primary</b>   | Quite confident      | 71 |
|                  | Very confident       | 23 |
|                  | Not very confident   | 3  |
|                  | Not at all confident | 1  |
|                  | No response          | 3  |
|                  | <b>N = 159</b>       |    |
| <b>Secondary</b> | Quite confident      | 79 |
|                  | Very confident       | 13 |
|                  | Not very confident   | 6  |
|                  | Not at all confident | 0  |
|                  | No response          | 2  |
|                  | <b>N = 150</b>       |    |
| <b>Special</b>   | Quite confident      | 72 |
|                  | Very confident       | 19 |
|                  | Not very confident   | 7  |
|                  | Not at all confident | 0  |
|                  | No response          | 2  |
|                  | <b>N = 193</b>       |    |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

School leaders were positive about their teachers' levels of confidence with using ICT to deliver the school curriculum. Around 90 per cent of respondents across the

three school sectors indicated that their teachers were either very confident or quite confident in this respect. There were no major variations by sector.

**Table 5.10 Q54 Overall, how confident would you say teachers at your school are in the use of ICT in delivering the school curriculum?**

|                  | <b>Responses</b>     | <b>%</b> |
|------------------|----------------------|----------|
| <b>Primary</b>   | Quite confident      | 76       |
|                  | Very confident       | 17       |
|                  | Not very confident   | 6        |
|                  | Not at all confident | 1        |
|                  | No response          | 1        |
|                  | <b>N = 176</b>       |          |
| <b>Secondary</b> | Quite confident      | 76       |
|                  | Not very confident   | 14       |
|                  | Very confident       | 5        |
|                  | Not at all confident | 1        |
|                  | No response          | 5        |
|                  | <b>N = 184</b>       |          |
| <b>Special</b>   | Quite confident      | 72       |
|                  | Not very confident   | 16       |
|                  | Very confident       | 9        |
|                  | Not at all confident | 1        |
|                  | No response          | 3        |
|                  | <b>N = 201</b>       |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Nearly all ICT co-ordinators responding to the survey said that they thought teachers were either very confident or quite confident in using ICT to deliver the school curriculum.

Primary school teachers were rated as being more confident compared with the other sectors. The proportion of ICT co-ordinators in the primary school sector saying they thought teachers were very confident was 17 per cent. By comparison, respondents in the secondary school sector said that 5 per cent of teachers were very confident and, in the special school sector, this proportion was 9 per cent.

A higher proportion of ICT co-ordinators in secondary and special schools (14 and 16 per cent respectively) said that teachers were not very confident.

**Table 5.11 Q55 What proportion of teachers at your school would you say are enthusiastic towards using ICT in delivering the school curriculum?**

|                  | <b>Responses</b> | <b>%</b> |
|------------------|------------------|----------|
| <b>Primary</b>   | All/nearly all   | 31       |
|                  | Most             | 47       |
|                  | Some             | 18       |
|                  | Few              | 2        |
|                  | None             | 0        |
|                  | No response      | 1        |
|                  | <b>N = 176</b>   |          |
| <b>Secondary</b> | All/nearly all   | 9        |
|                  | Most             | 61       |
|                  | Some             | 25       |
|                  | Few              | 2        |
|                  | None             | 0        |
|                  | No response      | 4        |
|                  | <b>N = 184</b>   |          |
| <b>Special</b>   | All/nearly all   | 21       |
|                  | Most             | 46       |
|                  | Some             | 26       |
|                  | Few              | 4        |
|                  | None             | 0        |
|                  | No response      | 2        |
|                  | <b>N = 201</b>   |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Almost a third of ICT co-ordinators said that all or nearly all teachers were enthusiastic in using ICT to deliver the school curriculum, and more than three-quarters said that most teachers were enthusiastic. Similarly, 70 per cent of ICT co-ordinators in the secondary school sector, and 67 per cent in the special school

sector, said that most teachers in their schools were enthusiastic in using ICT. Around a quarter of respondents in the secondary and special school sectors said that only some teachers were enthusiastic.

**Table 5.12 Q31 How effective do you feel you are in using ICT to support learning and teaching in the classroom?**

|                  | <b>Response</b>      | <b>%</b> |
|------------------|----------------------|----------|
| <b>Primary</b>   | Quite effective      | 69       |
|                  | Not very effective   | 16       |
|                  | Very effective       | 13       |
|                  | Not at all effective | 1        |
|                  | No response          | 1        |
|                  | <b>N = 419</b>       |          |
| <b>Secondary</b> | Quite effective      | 58       |
|                  | Not very effective   | 21       |
|                  | Very effective       | 16       |
|                  | Not at all effective | 2        |
|                  | No response          | 4        |
|                  | <b>N = 793</b>       |          |
| <b>Special</b>   | Quite effective      | 63       |
|                  | Not very effective   | 18       |
|                  | Very effective       | 16       |
|                  | Not at all effective | 1        |
|                  | No response          | 2        |
|                  | <b>N = 466</b>       |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

A high proportion of teachers across the three sample groups and said that they felt quite effective in using ICT to support learning and teaching in the classroom.

However, some differences emerged between teachers in the secondary sample and other respondents, with rather fewer secondary teachers indicating that they felt quite effective, and rather more indicating that they felt not very effective, compared with primary and special school teachers in the survey.

**Table 5.13 Q38 Please indicate to what extent you agree/disagree with the following statements:**

| Response   | Strongly agree<br>% | Agree<br>% | Neither agree<br>or disagree<br>% | Disagree<br>% | Strongly disagree<br>% | No response<br>% |
|--|---------------------|------------|-----------------------------------|---------------|------------------------|------------------|
| <b>Primary</b>   |                     |            |                                   |               |                        |                  |
| It is difficult to find the time to try out new digital learning resources               | 35                  | 48         | 8                                 | 8             | 0                      | 1                |
| ICT makes learning more effective  | 19                  | 55         | 21                                | 3             | 0                      | 2                |
| Pupils enjoy lessons more if they use ICT than if they don't                             | 19                  | 46         | 30                                | 4             | 0                      | 1                |
| ICT has helped to improve the quality of my record keeping                               | 18                  | 44         | 23                                | 12            | 2                      | 1                |
| ICT is particularly useful in helping me to support the diverse learning needs of pupils | 15                  | 48         | 28                                | 7             | 0                      | 1                |
| Using ICT in my teaching saves me time   | 14                  | 44         | 29                                | 11            | 2                      | 1                |
| ICT helps me to use a wider range of assessment tasks                                    | 9                   | 35         | 40                                | 13            | 1                      | 1                |
| ICT is not relevant for every subject  | 9                   | 44         | 20                                | 24            | 2                      | 1                |

| <b>Response</b>  | <b>Strongly agree<br/>%</b> | <b>Agree<br/>%</b> | <b>Neither agree<br/>or disagree<br/>%</b> | <b>Disagree<br/>%</b> | <b>Strongly disagree<br/>%</b> | <b>No response<br/>%</b> |
|--|-----------------------------|--------------------|--|-----------------------|--------------------------------|--------------------------|
| ICT helps me to provide individual learning plans for the pupil                    | 6                           | 36                 | 43   | 11                    | 2                              | 1                        |
| ICT helps me to personalise the learning of each pupil                             | 6                           | 26                 | 52   | 12                    | 1                              | 2                        |
| It is easier to find relevant teaching materials in textbooks than on the internet | 4                           | 12                 | 39   | 35                    | 8                              | 2                        |
| ICT resources can help in giving individualised feedback to pupils                 | 2                           | 21                 | 63   | 9                     | 2                              | 1                        |
| <b>N = 419</b>   |                             |                    |  |                       |                                |                          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

**Table 5.13a Q38 Please indicate to what extent you agree/disagree with the following statements: (Mean ranked scores)<sup>21</sup>**

|                | Response  | N   | Mean |
|----------------|---|-----|------|
| <b>Primary</b> | It is difficult to find the time to try out new digital learning resources                | 413 | 2.75 |
|                | ICT makes learning more effective   | 412 | 2.73 |
|                | Pupils enjoy lessons more if they use ICT than if they don't                              | 414 | 2.61 |
|                | ICT is particularly useful in helping me to support the diverse learning needs of pupils  | 413 | 2.56 |
|                | ICT has helped to improve the quality of my record keeping                                | 414 | 2.49 |
|                | Using ICT in my teaching saves me time  | 413 | 2.46 |
|                | ICT helps me to use a wide range of assessment tasks                                      | 414 | 2.30 |
|                | ICT helps me to provide individual learning plans for pupils                              | 413 | 2.29 |
|                | ICT is not relevant for every subject   | 414 | 2.27 |
|                | ICT helps me to personalise the learning of each pupil                                    | 410 | 2.19 |
|                | ICT resources can help in giving individualised feedback to pupils                        | 413 | 2.12 |
|                | It is easier to find relevant teaching materials in textbooks rather than on the internet | 411 | 1.73 |

Source: NFER Harnessing Technology School Teacher Survey 2008.

In primary schools, teachers agreed more strongly that it is difficult to find the time to try out new digital learning resources, and that ICT makes learning more effective.

<sup>21</sup> Responses from Table 5.13 were each assigned a score ('Strongly agree' and 'Agree' = 3, 'Neither agree or Disagree' = 2, 'Disagree' and 'Strongly disagree' = 1). The mean score was then calculated for each response option and responses ranked from highest to lowest score.

**Table 5.14 Q38 Please indicate to what extent you agree/disagree with the following statements:**

| Response   | Strongly agree<br>% | Agree<br>% | Neither agree<br>or disagree<br>% | Disagree<br>% | Strongly<br>disagree<br>% | No<br>response<br>% |
|--|---------------------|------------|-----------------------------------|---------------|---------------------------|---------------------|
| <b>Secondary</b>   |                     |            |                                   |               |                           |                     |
| It is difficult to find the time to try out new digital learning resources               | 35                  | 45         | 9                                 | 6             | 1                         | 3                   |
| ICT has helped to improve the quality of my record keeping                               | 25                  | 45         | 17                                | 8             | 1                         | 4                   |
| Using ICT in my teaching saves me time   | 16                  | 35         | 26                                | 17            | 4                         | 3                   |
| ICT makes learning more effective  | 15                  | 50         | 27                                | 4             | 2                         | 3                   |
| Pupils enjoy lessons more if they use ICT than if they don't                             | 13                  | 42         | 34                                | 7             | 2                         | 3                   |
| ICT helps me to use a wider range of assessment tasks                                    | 11                  | 45         | 30                                | 10            | 2                         | 3                   |
| ICT is particularly useful in helping me to support the diverse learning needs of pupils | 10                  | 52         | 27                                | 6             | 2                         | 3                   |
| ICT resources can help in giving individualised feedback to pupils                       | 8                   | 44         | 39                                | 5             | 1                         | 3                   |
| ICT helps me to provide individual learning plans for the pupil                          | 7                   | 30         | 42                                | 15            | 3                         | 3                   |

| <b>Response</b>  | <b>Strongly agree<br/>%</b> | <b>Agree<br/>%</b> | <b>Neither agree<br/>or disagree<br/>%</b> | <b>Disagree<br/>%</b> | <b>Strongly<br/>disagree<br/>%</b> | <b>No<br/>response<br/>%</b> |
|--|-----------------------------|--------------------|--|-----------------------|------------------------------------|------------------------------|
| ICT helps me to personalise the learning of each pupil                             | 6                           | 29                 | 45   | 14                    | 3                                  | 3                            |
| ICT is not relevant for every subject  | 6                           | 22                 | 27   | 34                    | 9                                  | 3                            |
| It is easier to find relevant teaching materials in textbooks than on the internet | 6                           | 25                 | 34   | 27                    | 5                                  | 3                            |
| <b>N = 793</b>   |                             |                    |  |                       |                                    |                              |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

**Table 5.14a Q38 Please indicate to what extent you agree/disagree with the following statements: (Mean ranked scores)<sup>22</sup>**

|                  | <b>Response</b>   | <b>N</b> | <b>Mean</b> |
|------------------|---|----------|-------------|
| <b>Secondary</b> | It is difficult to find the time to try out new digital learning resources                | 770      | 2.75        |
|                  | ICT has helped to improve the quality of my record keeping                                | 763      | 2.63        |
|                  | ICT makes learning more effective   | 768      | 2.61        |
|                  | ICT is particularly useful in helping me to support the diverse learning needs of pupils  | 770      | 2.56        |
|                  | Pupils enjoy lessons more if they use ICT than if they don't                              | 770      | 2.47        |
|                  | ICT helps me to use a wide range of assessment tasks                                      | 769      | 2.46        |
|                  | ICT resources can help in giving individualised feedback to pupils                        | 768      | 2.46        |
|                  | Using ICT in my teaching saves me time  | 768      | 2.31        |
|                  | ICT helps me to provide individual learning plans for pupils                              | 768      | 2.19        |
|                  | ICT helps me to personalise the learning of each pupil                                    | 767      | 2.19        |
|                  | It is easier to find relevant teaching materials in textbooks rather than on the internet | 770      | 1.98        |
|                  | ICT is not relevant for every subject   | 768      | 1.84        |

Source: NFER Harnessing Technology School Teacher Survey 2008.

As with their primary school colleagues, teachers in secondary schools tended to agree that it is difficult to find the time to try out new digital learning resources. However, they generally agreed that ICT helped them to improve the quality of their record keeping and that ICT makes learning more effective.

<sup>22</sup> Responses from Table 5.14 were each assigned a score ('Strongly agree' and 'Agree' = 3, 'Neither agree' or 'Disagree' = 2, 'Disagree' and 'Strongly disagree' = 1). The mean score was then calculated for each response option and responses ranked from highest to lowest score.

**Table 5.15 Q38 Please indicate to what extent you agree/disagree with the following statements:**

| Response   | Strongly agree<br>% | Agree<br>% | Neither agree<br>or disagree<br>% | Disagree<br>% | Strongly<br>disagree<br>% | No response<br>% |
|--|---------------------|------------|-----------------------------------|---------------|---------------------------|------------------|
| <b>Special</b>   |                     |            |                                   |               |                           |                  |
| It is difficult to find the time to try out new digital learning resources               | 36                  | 47         | 9                                 | 6             | 0                         | 2                |
| ICT is particularly useful in helping me to support the diverse learning needs of pupils | 28                  | 51         | 16                                | 3             | 0                         | 2                |
| ICT makes learning more effective  | 28                  | 47         | 21                                | 2             | 0                         | 2                |
| Pupils enjoy lessons more if they use ICT than if they don't                             | 25                  | 43         | 26                                | 5             | 0                         | 2                |
| Using ICT in my teaching saves me time   | 21                  | 38         | 29                                | 9             | 1                         | 2                |
| ICT has helped to improve the quality of my record keeping                               | 20                  | 48         | 25                                | 6             | 0                         | 2                |
| ICT helps me to provide individual learning plans for the pupil                          | 18                  | 47         | 26                                | 7             | 1                         | 2                |
| ICT helps me to personalise the learning of each pupil                                   | 18                  | 45         | 29                                | 7             | 0                         | 0                |

| <b>Response</b>  | <b>Strongly agree<br/>%</b> | <b>Agree<br/>%</b> | <b>Neither agree<br/>or disagree<br/>%</b> | <b>Disagree<br/>%</b> | <b>Strongly<br/>disagree<br/>%</b> | <b>No response<br/>%</b> |
|--|-----------------------------|--------------------|--|-----------------------|------------------------------------|--------------------------|
| ICT helps me to use a wider range of assessment tasks                              | 11                          | 37                 | 37   | 11                    | 2                                  | 2                        |
| ICT is not relevant for every subject  | 7                           | 32                 | 23   | 33                    | 4                                  | 2                        |
| ICT resources can help in giving individualised feedback to pupils                 | 7                           | 32                 | 52   | 7                     | 1                                  | 2                        |
| It is easier to find relevant teaching materials in textbooks than on the internet | 4                           | 11                 | 37   | 36                    | 11                                 | 2                        |
| <b>N = 466</b>   |                             |                    |  |                       |                                    |                          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

**Table 5.15a Q38 Please indicate to what extent you agree/disagree with the following statements: (Mean ranked scores)<sup>23</sup>**

|   | Response   | N    | Mean |
|---|--|------|------|
| <b>Special</b>  | It is difficult to find the time to try out new digital learning resources               | 458  | 2.79 |
|   | ICT is particularly useful in helping me to support the diverse learning needs of pupils | 457  | 2.78 |
|   | ICT makes learning more effective  | 456  | 2.75 |
|   | Pupils enjoy lessons more if they use ICT than if they don't                             | 457  | 2.64 |
|   | ICT has helped to improve the quality of my record keeping                               | 459  | 2.63 |
|   | ICT helps me to provide individual learning plans for pupils                             | 459  | 2.58 |
|   | ICT helps me to personalise the learning of each pupil                                   | 458  | 2.57 |
|   | Using ICT in my teaching saves me time   | 456  | 2.49 |
|   | ICT helps me to use a wide range of assessment tasks                                     | 456  | 2.37 |
|   | ICT resources can help in giving individualised feedback to pupils                       | 456  | 2.32 |
|   | ICT is not relevant for every subject  | 458  | 2.01 |
| It is easier to find relevant teaching materials in textbooks rather than on the internet | 459  | 1.67 |      |

Source: NFER Harnessing Technology School Teacher Survey 2008.

As already highlighted, teachers tended to agree that it is difficult to find the time to try out new digital learning resources, and this was no exception for teachers in special schools. Teachers in special schools also agreed that ICT is useful in helping them support the diverse learning needs of their pupils, and that ICT makes learning more effective.

<sup>23</sup> Responses from Table 5.15 were each assigned a score ('Strongly agree' and 'Agree' = 3, 'Neither agree or Disagree' = 2, 'Disagree' and 'Strongly disagree' = 1). The mean score was then calculated for each response option and responses ranked from highest to lowest score.

### 5.3 Impact of ICT

**Table 5.16 Q39 Do you think the role of the teacher is changing as a result of the use of technology in education? If so, what do you perceive this new role to be?**

| Response  | %  | Response  | % | Response   | %  |
|---|----|---|---|--|----|
| Yes   | 17 | Less relevant to special needs School                       | 1 | All schools will need access to a technician           | <1 |
| Role of facilitator/experience giver                          | 13 | Pupils can do more independent research via internet        | 1 | Not applicable   | <1 |
| No  | 11 | Depends upon subject taught                                 | 1 | Change not catered for by National Curriculum          | <1 |
| ICT makes teaching and learning more effective/supports teach | 9  | Speedier access to more information                         | 1 | Technology driving subject rather than other way round | <1 |
| Teachers basic role is the same                               | 8  | More effective communication with pupils/other stakeholders | 1 | Have always used ICT                                   | <1 |
| Teachers will need to be fully ICT literate                   | 8  | Pupils will need ICT access at all times/home and school    | 1 | Teachers may become video images                       | <1 |
| ICT is another resource/medium to use                         | 7  | Teachers need to be more flexible                           | 1 | Need back-up plans in case of systems failure          | <1 |
| Personalised learning   | 5  | Pressure on teachers to use ICT without adequate support    | 1 | Depends on type of school                              | <1 |

| Response   | % | Response   | %  | Response  | %  |
|--|---|--|----|---|----|
| Teachers will guide/suggest ideas to pupils                              | 4 | Teachers will need to be able to solve technical problems    | 1  | Social worker   | <1 |
| Teachers will prepare pupils to use ICT in all aspects of the curriculum | 4 | ICT used for assessment                                      | 1  | Use of digital resources via the internet (rather than cutting and pasting) | <1 |
| Concerns about keeping up to date with technology                        | 3 | More creative use of ICT                                     | 1  | Simulation software   | <1 |
| Teachers will need more time to do some things                           | 3 | Schools need more ICT facilities                             | 1  | Has broadened the curriculum  | <1 |
| Teachers will have a more administrative/multi tasking role              | 2 | Not so much in Foundation stage/KS1/infants                  | 1  | Buildings need to change  | <1 |
| Depends on availability of ICT resources/training                        | 2 | Not sure   | 1  | Introduction of VLE could result in parents home educating                  | <1 |
| Use of ICT in teaching has become compulsory                             | 2 | Technologies seem to have increased social/behavioural issue | 1  | Taking away confidence in creativity  | <1 |
| Teachers will have a range of subject specific skills                    | 2 | Increased stress on teachers                                 | <1 | Irrelevant/uncodeable comment   | <1 |
| Other relevant/vague comment   | 2 | Any change will be slow                                      | <1 | Some response   | 62 |
| Technology should not be allowed to take over pupils' lives              | 1 | More effective planning                                      | <1 | No response   | 38 |
| <b>N = 1679</b>  |   |  |    |   |    |

More than one answer could be given, so percentages may not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

**Table 5.17 Q33 What are the main ways in which ICT is making a difference in your school?**

| <b>Response</b>  | <b>%</b> | <b>Response</b>   | <b>%</b> | <b>Response</b>                                      | <b>%</b> |
|--|----------|---|----------|--|----------|
| Enriching/enhancing subject/lessons                          | 9        | Administration/reducing paperwork                       | 2        | Establishing parent partnership                      | 0        |
| Teaching and learning  | 8        | Software to support learning                            | 2        | Overcoming disaffection                              | 0        |
| Gives list of technology that they have                      | 7        | Instant access to resources                             | 2        | New computer suite                                   | 0        |
| Pupil motivation/pupils more engaged                         | 7        | Management  | 2        | Huge technical burden                                | 0        |
| Enabled SEN/SLD/PMLD pupils to become more independent learn | 5        | Analysis of data  | 2        | Increased financial burden                           | 0        |
| Personalised learning  | 5        | Registration/monitoring attendance                      | 1        | Anticipate big impact from new/recently launched MLE | 0        |
| Access to different learning styles                          | 4        | Improving quality of coursework                         | 1        | Irrelevant/uncodeable comment                        | 0        |
| Enabling pupils to communicate                               | 4        | Recording and reporting                                 | 1        | Web conferencing                                     | 0        |
| Aiding internal communication                                | 4        | Broader curriculum/Introduction of new curriculum areas | 1        | Inclusion  | 0        |
| Use of on-line revision/learning resources                   | 4        | Processing student's work                               | 1        | Linking SEF with SIP                                 | 0        |

| <b>Response</b>   | <b>%</b> | <b>Response</b>  | <b>%</b> | <b>Response</b>                        | <b>%</b> |
|---|----------|--|----------|--|----------|
| Pupils can access programs remotely via learning platform/VLE | 3        | Differentiation of work                                | 1        | Smartboard initiatives                 | 0        |
| Assessment/target setting                                     | 3        | Giving staff time to develop skills                    | 1        | E-profile for personal profiles        | 0        |
| Internet access for research                                  | 3        | Access to wider world                                  | 1        | More hands on opportunities for pupils | 0        |
| Lesson planning   | 3        | Other relevant/vague comment                           | 1        | Skills development for parents         | 0        |
| Monitoring/tracking pupil progress/achievement                | 3        | School promotional/communication material              | 1        | Producing school magazine              | 0        |
| Cross curricular learning                                     | 3        | Monitoring behaviour                                   | 1        | School priority this year              | 0        |
| Pupil confidence/self-esteem                                  | 3        | It has revolutionised the way we work                  | 1        | Networked systems                      | 0        |
| Preparing high quality teaching resources                     | 2        | More ICT training days                                 | 1        | Area of focus on SDP                   | 0        |
| Improving students' performance                               | 2        | It has made the operation of the school more efficient | 0        | Some response                          | 67       |
| Curriculum access via SEN adapted hardware/external switched  | 2        | School displays  | 0        | No response                            | 34       |
| <b>N = 502</b>  |          |  |          |  |          |

Open response question.

Source: NFER Harnessing Technology School Leadership Survey 2008.

**Table 5.18 Q56 How do you think technology can improve/further improve teaching and learning in your school?**

| Response   | % | Response  | % | Response  | % |
|--|---|---|---|---|---|
| Need to develop a learning platform for school               | 7 | Student/staff collaborative working             | 1 | Support pupils on day release/work placement                  | 0 |
| Making it more exciting for pupils                           | 6 | Improve internet reliability                    | 1 | Having wireless laptops for all staff                         | 0 |
| Learning platform/VLE to enable pupils to access T&L from ho | 6 | More/better resources/equipment                 | 1 | Integration of existing systems into single learning platform | 0 |
| To make information more accessible for SLD/PMLD students    | 5 | Need whole-school approach for consistency      | 1 | Improve networking capability of some software                | 0 |
| Need more resources/financial support                        | 4 | Removes barriers to learning                    | 1 | Use of podcasts/mobile phone technology                       | 0 |
| More/Better training   | 4 | Other relevant/vague comment                    | 1 | Need more ICT in initial teacher training                     | 0 |
| Easy access to resource base                                 | 3 | Hands-on experience to improve pupil ICT skills | 1 | Recording   | 0 |
| Access to all areas of the curriculum/subject specific soft  | 3 | Cross curricular usage                          | 1 | Reinstate website computer club                               | 0 |
| Greater individual pupil access to laptops                   | 3 | Parental access to pupil materials              | 1 | Improve voice-recognition software                            | 0 |
| Enhances curriculum  | 3 | Homework  | 1 | Wider conferencing for MFL                                    | 0 |

| <b>Response</b>  | <b>%</b> | <b>Response</b>                             | <b>%</b> | <b>Response</b>  | <b>%</b> |
|--|----------|---|----------|--|----------|
| Interactive whiteboards in more areas/Make more use of IWB | 3        | Meeting different learning styles           | 1        | Less wires/cables  | 0        |
| Software that is skill/age appropriate                     | 2        | ICT suite needs improvement first           | 1        | Ongoing ICT/network improvement in line with technology chan | 0        |
| Improved teacher confidence/willingness to use ICT         | 2        | School being remodelled/rebuilt             | 1        | Split screen IWBs  | 0        |
| Personalised/individualised learning                       | 2        | Irrelevant/uncodeable comment               | 1        | Streamlined administration/monitoring/planning               | 0        |
| More reliability in hardware                               | 2        | More computers in classrooms                | 1        | Needs to be more user friendly                               | 0        |
| Links to life outside/after school                         | 2        | Mobile computing outside of classrooms      | 1        | Web conferencing   | 0        |
| Electronic assessment                                      | 2        | Pupils fully achieve their potential        | 1        | Information displays around the school                       | 0        |
| Additional tool for learning                               | 2        | Switch accessible programmes/equipment      | 1        | Reference to attachment (eg attached letter)                 | 0        |
| Improve home-school communications                         | 1        | Schemes/Cheaper options for Special schools | 1        | Depends on school situation                                  | 0        |
| Staff given time to update/improve practice                | 1        | Communication with the wider community      | 0        | Some response  | 58       |
| Improve quality of teaching and learning                   | 1        | Compatibility of equipment/common standard  | 0        | No response  | 42       |

| Response                | % | Response            | % | Response | % |
|-------------------------|---|---------------------|---|----------|---|
| Up-to-date information  | 1 | Creative use of ICT | 0 |          |   |
| External access to data | 1 | Don't know          | 0 |          |   |
| <b>N = 563</b>          |   |                     |   |          |   |

Open response question.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

**Table 5.19 Q35 In general, how much time would you say that you currently save or lose each week by using the following ICT resources?**

|  | Save more than 2 hours<br>% | Save between 1 and 2 hours<br>% | Save up to 1 hour<br>% | Does not make any difference<br>% | Lose up to 1 hour<br>% | Lose between 1 and 2 hours<br>% | Lose more than 2 hours<br>% | N/A (don't have access to these resources)<br>% | No response<br>% |
|--|-----------------------------|---------------------------------|------------------------|-----------------------------------|------------------------|---------------------------------|-----------------------------|---|------------------|
| <b>Primary</b>                                     |                             |                                 |                        |                                   |                        |                                 |                             |   |                  |
| Online resources (eg Teachernet/Curriculum Online) | 12                          | 16                              | 22                     | 28                                | 7                      | 4                               | 2                           | 5   | 4                |
| Interactive whiteboards                            | 12                          | 13                              | 15                     | 41                                | 6                      | 4                               | 1                           | 7   | 2                |
| Management information systems                     | 2                           | 3                               | 5                      | 12                                | 0                      | 0                               | 0                           | 66  | 11               |
| Learning platforms                                 | 1                           | 2                               | 3                      | 12                                | 1                      | 0                               | 1                           | 66  | 15               |

|  | Save more than 2 hours % | Save between 1 and 2 hours % | Save up to 1 hour % | Does not make any difference % | Lose up to 1 hour % | Lose between 1 and 2 hours % | Lose more than 2 hours % | N/A (don't have access to these resources) % | No response % |
|--|--------------------------|------------------------------|---------------------|--------------------------------|---------------------|------------------------------|--------------------------|--|---------------|
| Other  | 1                        | 0                            | 0                   | 1                              | 0                   | 0                            | 0                        | 4  | 93            |
| <b>N = 419</b>                                     |                          |                              |                     |                                |                     |                              |                          |  |               |
| <b>Secondary</b>                                   |                          |                              |                     |                                |                     |                              |                          |  |               |
| Interactive whiteboards                            | 12                       | 10                           | 10                  | 28                             | 6                   | 3                            | 2                        | 24   | 6             |
| Online resources (eg Teachernet/Curriculum Online) | 6                        | 10                           | 19                  | 37                             | 6                   | 4                            | 3                        | 7  | 8             |
| Management information systems                     | 5                        | 6                            | 13                  | 24                             | 5                   | 3                            | 2                        | 35   | 9             |
| Learning platforms                                 | 2                        | 3                            | 6                   | 30                             | 3                   | 3                            | 2                        | 42   | 10            |
| Other  | 1                        | 0                            | 1                   | 4                              | 0                   | 0                            | 1                        | 3  | 90            |
| <b>N = 793</b>                                     |                          |                              |                     |                                |                     |                              |                          |  |               |

|  | Save more than 2 hours % | Save between 1 and 2 hours % | Save up to 1 hour % | Does not make any difference % | Lose up to 1 hour % | Lose between 1 and 2 hours % | Lose more than 2 hours % | N/A (don't have access to these resources) % | No response % |
|--|--------------------------|------------------------------|---------------------|--------------------------------|---------------------|------------------------------|--------------------------|--|---------------|
| <b>Special</b>                                     |                          |                              |                     |                                |                     |                              |                          |  |               |
| Interactive whiteboards                            | 12                       | 11                           | 16                  | 39                             | 5                   | 2                            | 2                        | 9  | 5             |
| Online resources (eg Teachernet/Curriculum Online) | 9                        | 12                           | 21                  | 36                             | 6                   | 3                            | 2                        | 4  | 8             |
| Management information systems                     | 3                        | 3                            | 5                   | 15                             | 0                   | 1                            | 0                        | 59   | 15            |
| Learning platforms                                 | 1                        | 2                            | 5                   | 21                             | 2                   | 1                            | 0                        | 53   | 15            |
| Other  | 1                        | 0                            | 1                   | 2                              | 0                   | 0                            | 0                        | 2  | 92            |
| <b>N = 466</b>                                     |                          |                              |                     |                                |                     |                              |                          |  |               |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

**Table 5.19a Q35 In general, how much time would you say that you currently save or lose each week by using the following ICT resources<sup>24</sup>**

|  | Save more than 2 hours<br>% | Save between 1 and 2 hours<br>% | Save up to 1 hour<br>% | Does not make any difference<br>% | Lose up to 1 hour<br>% | Lose between 1 and 2 hours<br>% | Lose more than 2 hours<br>% | N   |
|--|-----------------------------|---------------------------------|------------------------|-----------------------------------|------------------------|---------------------------------|-----------------------------|-----|
| <b>Primary</b>                                     |                             |                                 |                        |                                   |                        |                                 |                             |     |
| Online resources (eg Teachernet/Curriculum Online) | 13                          | 18                              | 24                     | 30                                | 8                      | 5                               | 2                           | 382 |
| Interactive whiteboards                            | 14                          | 14                              | 16                     | 45                                | 6                      | 4                               | 1                           | 379 |
| Management information systems                     | 9                           | 12                              | 22                     | 56                                | 1                      | 0                               | 1                           | 93  |
| Learning platforms                                 | 6                           | 9                               | 15                     | 61                                | 5                      | 1                               | 4                           | 81  |
| Other  | 36                          | 9                               | 0                      | 27                                | 9                      | 0                               | 18                          | 11  |

<sup>24</sup> This table includes only those respondents who provided a valid response to this question. Please note the small N in some cases.

|  | Save more than 2 hours<br>% | Save between 1 and 2 hours<br>% | Save up to 1 hour<br>% | Does not make any difference<br>% | Lose up to 1 hour<br>% | Lose between 1 and 2 hours<br>% | Lose more than 2 hours<br>% | N   |
|--|-----------------------------|---------------------------------|------------------------|-----------------------------------|------------------------|---------------------------------|-----------------------------|-----|
| <b>Secondary</b>                                   |                             |                                 |                        |                                   |                        |                                 |                             |     |
| Interactive whiteboards                            | 18                          | 14                              | 15                     | 39                                | 8                      | 4                               | 2                           | 561 |
| Online resources (eg Teachernet/Curriculum Online) | 7                           | 12                              | 23                     | 44                                | 7                      | 4                               | 3                           | 677 |
| Management information systems                     | 8                           | 10                              | 23                     | 42                                | 8                      | 4                               | 4                           | 450 |
| Learning platforms                                 | 5                           | 7                               | 13                     | 62                                | 5                      | 6                               | 3                           | 380 |
| Other  | 18                          | 4                               | 10                     | 55                                | 2                      | 4                               | 8                           | 51  |
| <b>Special</b>                                     |                             |                                 |                        |                                   |                        |                                 |                             |     |
| Interactive whiteboards                            | 14                          | 13                              | 18                     | 45                                | 6                      | 2                               | 2                           | 402 |
| Online resources (eg Teachernet/Curriculum Online) | 11                          | 13                              | 23                     | 41                                | 7                      | 3                               | 2                           | 410 |
| Management information systems                     | 11                          | 12                              | 17                     | 56                                | 0                      | 3                               | 2                           | 121 |

|                    | <b>Save more than 2 hours</b><br>% | <b>Save between 1 and 2 hours</b><br>% | <b>Save up to 1 hour</b><br>% | <b>Does not make any difference</b><br>% | <b>Lose up to 1 hour</b><br>% | <b>Lose between 1 and 2 hours</b><br>% | <b>Lose more than 2 hours</b><br>% | <b>N</b> |
|--------------------|------------------------------------|--|-------------------------------|--|-------------------------------|--|------------------------------------|----------|
| Learning platforms | 4                                  | 7                                      | 14                            | 64                                       | 7                             | 3                                      | 1                                  | 150      |
| Other              | 15                                 | 8                                      | 12                            | 42                                       | 8                             | 8                                      | 8                                  | 26       |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Overall, fewer respondents reported that they saved time by using ICT resources compared with those who reported that using ICT resources did not make any difference. Very few respondents reported that they lost time by using ICT resources. Interactive whiteboards and online resources gave the greatest time savings across the three school sectors.

More than half of primary and special school teachers surveyed said that time savings on learning platforms and management information systems were not applicable to them; the non-response rate on these items was also relatively high. Secondary school teachers responded either that learning platforms and management information systems did not make any difference, or that the question was not applicable.

**Table 5.20 Q36 How much time would you say you currently save or lose each week by using ICT for the following tasks?**

| Response                   | Save more than 2 hours % | Save between 1 and 2 hours % | Save up to 1 hour % | Does not make any difference % | Lose up to 1 hour % | Lose between 1 and 2 hours % | Lose more than 2 hours % | N/A (don't use ICT for this task) % | No response % |
|----------------------------|--------------------------|------------------------------|---------------------|--------------------------------|---------------------|------------------------------|--------------------------|-------------------------------------|---------------|
| <b>Primary</b>             |                          |                              |                     |                                |                     |                              |                          |                                     |               |
| Report writing             | 39                       | 11                           | 14                  | 23                             | 0                   | 0                            | 3                        | 6                                   | 3             |
| Lesson planning            | 21                       | 20                           | 18                  | 25                             | 4                   | 4                            | 3                        | 5                                   | 2             |
| Marking/assessment         | 2                        | 5                            | 10                  | 42                             | 3                   | 1                            | 1                        | 33                                  | 3             |
| Communication with parents | 1                        | 2                            | 8                   | 32                             | 1                   | 0                            | 0                        | 53                                  | 2             |
| Communication with staff   | 1                        | 3                            | 12                  | 37                             | 1                   | 0                            | 0                        | 43                                  | 2             |
| Communication with pupils  | 0                        | 2                            | 2                   | 30                             | 0                   | 0                            | 0                        | 63                                  | 2             |
| <b>N = 419</b>             |                          |                              |                     |                                |                     |                              |                          |                                     |               |

| Response                   | Save more than 2 hours % | Save between 1 and 2 hours % | Save up to 1 hour % | Does not make any difference % | Lose up to 1 hour % | Lose between 1 and 2 hours % | Lose more than 2 hours % | N/A (don't use ICT for this task) % | No response % |
|----------------------------|--------------------------|------------------------------|---------------------|--------------------------------|---------------------|------------------------------|--------------------------|-------------------------------------|---------------|
| <b>Secondary</b>           |                          |                              |                     |                                |                     |                              |                          |                                     |               |
| Lesson planning            | 15                       | 13                           | 15                  | 31                             | 6                   | 5                            | 3                        | 9                                   | 4             |
| Report writing             | 14                       | 15                           | 24                  | 26                             | 6                   | 3                            | 4                        | 2                                   | 5             |
| Communication with staff   | 9                        | 11                           | 26                  | 29                             | 5                   | 3                            | 1                        | 12                                  | 4             |
| Marking/assessment         | 5                        | 8                            | 15                  | 42                             | 5                   | 3                            | 2                        | 17                                  | 4             |
| Communication with parents | 2                        | 2                            | 12                  | 46                             | 2                   | 0                            | 0                        | 31                                  | 5             |
| Communication with pupils  | 1                        | 3                            | 8                   | 48                             | 2                   | 0                            | 0                        | 33                                  | 5             |
| <b>N = 793</b>             |                          |                              |                     |                                |                     |                              |                          |                                     |               |
| <b>Special</b>             |                          |                              |                     |                                |                     |                              |                          |                                     |               |
| Report writing             | 22                       | 16                           | 24                  | 25                             | 2                   | 1                            | 2                        | 4                                   | 5             |
| Lesson planning            | 18                       | 20                           | 24                  | 25                             | 3                   | 2                            | 2                        | 5                                   | 3             |
| Marking/assessment         | 7                        | 6                            | 12                  | 38                             | 5                   | 2                            | 1                        | 25                                  | 5             |
| Communication with staff   | 3                        | 6                            | 14                  | 41                             | 1                   | 0                            | 0                        | 32                                  | 4             |

| <b>Response</b>            | <b>Save more than 2 hours<br/>%</b> | <b>Save between 1 and 2 hours<br/>%</b> | <b>Save up to 1 hour<br/>%</b> | <b>Does not make any difference<br/>%</b> | <b>Lose up to 1 hour<br/>%</b> | <b>Lose between 1 and 2 hours<br/>%</b> | <b>Lose more than 2 hours<br/>%</b> | <b>N/A (don't use ICT for this task)<br/>%</b> | <b>No response<br/>%</b> |
|----------------------------|-------------------------------------|---|--------------------------------|---|--------------------------------|---|-------------------------------------|--|--------------------------|
| Communication with pupils  | 2                                   | 2                                       | 5                              | 36  | 1                              | 0                                       | 0                                   | 48   | 5                        |
| Communication with parents | 2                                   | 2                                       | 8                              | 36  | 1                              | 0                                       | 0                                   | 47   | 3                        |
| <b>N = 466</b>             |                                     |   |                                |   |                                |   |                                     |  |                          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

**Table 5.20a Q36 How much time would you say you currently save or lose each week by using ICT for the following tasks?<sup>25</sup>**

| Response                   | Save more than 2 hours % | Save between 1 and 2 hours % | Save up to 1 hour % | Does not make any difference % | Lose up to 1 hour % | Lose between 1 and 2 hours % | Lose more than 2 hours % | N   |
|----------------------------|--------------------------|------------------------------|---------------------|--------------------------------|---------------------|------------------------------|--------------------------|-----|
| <b>Primary</b>             |                          |                              |                     |                                |                     |                              |                          |     |
| Report writing             | 43                       | 12                           | 16                  | 25                             | 0                   | 0                            | 3                        | 382 |
| Lesson planning            | 22                       | 22                           | 19                  | 26                             | 4                   | 4                            | 3                        | 391 |
| Marking/assessment         | 3                        | 8                            | 15                  | 66                             | 5                   | 1                            | 1                        | 268 |
| Communication with parents | 3                        | 4                            | 18                  | 72                             | 3                   | 0                            | 0                        | 185 |
| Communication with staff   | 2                        | 5                            | 23                  | 68                             | 3                   | 0                            | 0                        | 227 |
| Communication with pupils  | 0                        | 6                            | 6                   | 87                             | 0                   | 0                            | 0                        | 145 |

<sup>25</sup> This table includes only those respondents who provided a valid response to this question.

| <b>Response</b>            | <b>Save more than 2 hours<br/>%</b> | <b>Save between 1 and 2 hours<br/>%</b> | <b>Save up to 1 hour<br/>%</b> | <b>Does not make any difference<br/>%</b> | <b>Lose up to 1 hour<br/>%</b> | <b>Lose between 1 and 2 hours<br/>%</b> | <b>Lose more than 2 hours<br/>%</b> | <b>N</b> |
|----------------------------|-------------------------------------|---|--------------------------------|---|--------------------------------|---|-------------------------------------|----------|
| <b>Secondary</b>           |                                     |   |                                |   |                                |   |                                     |          |
| Lesson planning            | 17                                  | 15                                      | 18                             | 35  | 6                              | 6                                       | 4                                   | 696      |
| Report writing             | 15                                  | 16                                      | 26                             | 28  | 7                              | 3                                       | 4                                   | 736      |
| Communication with staff   | 11                                  | 14                                      | 31                             | 35  | 5                              | 3                                       | 1                                   | 661      |
| Marking/assessment         | 6                                   | 10                                      | 19                             | 53  | 7                              | 4                                       | 2                                   | 627      |
| Communication with parents | 3                                   | 3                                       | 18                             | 72  | 3                              | 0                                       | 0                                   | 503      |
| Communication with pupils  | 2                                   | 5                                       | 14                             | 77  | 2                              | 0                                       | 0                                   | 492      |
| <b>Special</b>             |                                     |   |                                |   |                                |   |                                     |          |
| Report writing             | 24                                  | 18                                      | 27                             | 28  | 2                              | 1                                       | 2                                   | 426      |
| Lesson planning            | 19                                  | 22                                      | 26                             | 27  | 3                              | 2                                       | 2                                   | 428      |
| Marking/assessment         | 10                                  | 9                                       | 18                             | 53  | 7                              | 2                                       | 2                                   | 328      |
| Communication with staff   | 4                                   | 9                                       | 22                             | 63  | 1                              | 0                                       | 0                                   | 298      |

| <b>Response</b>            | <b>Save more than 2 hours<br/>%</b> | <b>Save between 1 and 2 hours<br/>%</b> | <b>Save up to 1 hour<br/>%</b> | <b>Does not make any difference<br/>%</b> | <b>Lose up to 1 hour<br/>%</b> | <b>Lose between 1 and 2 hours<br/>%</b> | <b>Lose more than 2 hours<br/>%</b> | <b>N</b> |
|----------------------------|-------------------------------------|---|--------------------------------|---|--------------------------------|---|-------------------------------------|----------|
| Communication with pupils  | 4                                   | 5                                       | 11                             | 78  | 2                              | 0                                       | 0                                   | 217      |
| Communication with parents | 3                                   | 5                                       | 17                             | 73  | 2                              | 0                                       | 0                                   | 233      |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Lesson planning and report writing emerged as the two tasks reported by respondents to have saved them the most time through the use of ICT. A high proportion of respondents across all three school sectors indicated that they did not use ICT for communication tasks or marking and assessment.

A higher proportion of teachers in the primary school sample said that they saved time through using ICT for report writing compared with teachers in the secondary school sample and, to a lesser extent, the special school sample. Primary school teachers were less likely to say that they used ICT to communicate with pupils, parents and staff.

**Table 5.21a Q37 Do you agree or disagree that using ICT can have a positive impact on the groups listed below in the following ways?**

| <b>Response</b>  | <b>Strongly agree<br/>%</b> | <b>Agree<br/>%</b> | <b>Neither agree<br/>or disagree<br/>%</b> | <b>Disagree<br/>%</b> | <b>Strongly disagree<br/>%</b> | <b>N</b> |
|--|-----------------------------|--------------------|--|-----------------------|--------------------------------|----------|
| <b>Engagement in learning (including motivation and behaviour)</b> |                             |                    |  |                       |                                |          |
| <b>Primary</b>   |                             |                    |  |                       |                                |          |
| Boys   | 56                          | 39                 | 5  | <1                    | 0                              | 408      |
| Key Stage 3 pupils   | 55                          | 41                 | 4  | 0                     | 0                              | 135      |
| Key Stage 4 pupils   | 53                          | 43                 | 4  | 0                     | 0                              | 134      |
| Pupils with special educational needs                              | 53                          | 39                 | 7  | <1                    | <1                             | 407      |
| Key Stage 2 pupils   | 50                          | 46                 | 4  | 0                     | 0                              | 291      |
| Able or gifted and talented pupils                                 | 50                          | 42                 | 8  | <1                    | 0                              | 407      |
| Key Stage 1 pupils   | 46                          | 45                 | 7  | 1                     | <1                             | 339      |
| Girls  | 39                          | 52                 | 8  | 1                     | 0                              | 403      |
| <b>Secondary</b>   |                             |                    |  |                       |                                |          |
| Boys   | 43                          | 47                 | 9  | 1                     | 1                              | 724      |
| Pupils with special educational needs                              | 41                          | 47                 | 10   | 1                     | 1                              | 744      |
| Key Stage 1 pupils   | 39                          | 42                 | 18   | 1                     | 0                              | 154      |

| <b>Response</b>                       | <b>Strongly agree<br/>%</b> | <b>Agree<br/>%</b> | <b>Neither agree<br/>or disagree<br/>%</b> | <b>Disagree<br/>%</b> | <b>Strongly disagree<br/>%</b> | <b>N</b> |
|---------------------------------------|-----------------------------|--------------------|--|-----------------------|--------------------------------|----------|
| Able or gifted and talented pupils    | 39                          | 45                 | 14   | 1                     | 1                              | 764      |
| Key Stage 2 pupils                    | 37                          | 48                 | 15   | 0                     | <1                             | 204      |
| Key Stage 4 pupils                    | 36                          | 53                 | 10   | 1                     | <1                             | 705      |
| Key Stage 3 pupils                    | 33                          | 56                 | 10   | <1                    | 1                              | 737      |
| Girls                                 | 29                          | 55                 | 15   | <1                    | 1                              | 744      |
| <b>Special</b>                        |                             |                    |  |                       |                                |          |
| Able or gifted and talented pupils    | 63                          | 28                 | 9  | 0                     | 0                              | 260      |
| Pupils with special educational needs | 60                          | 36                 | 4  | 0                     | 0                              | 454      |
| Key Stage 2 pupils                    | 58                          | 38                 | 5  | 0                     | 0                              | 298      |
| Key Stage 1 pupils                    | 57                          | 37                 | 6  | <1                    | 0                              | 269      |
| Boys                                  | 55                          | 40                 | 5  | 0                     | 0                              | 434      |
| Key Stage 3 pupils                    | 54                          | 41                 | 5  | 0                     | 0                              | 352      |
| Key Stage 4 pupils                    | 54                          | 40                 | 6  | 0                     | 0                              | 355      |
| Girls                                 | 50                          | 42                 | 7  | <1                    | 0                              | 415      |

Due to rounding, percentages may not always sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Respondents across the three school sectors expressed a high level of agreement that ICT has a positive impact on pupils' engagement in learning. Around half of those who expressed an opinion strongly agreed that Key Stage 1 and 2 pupils, boys, and pupils with special educational needs had enhanced engagement in learning through ICT. A slightly lower proportion of respondents said that they strongly agreed that this was true of pupils in Key Stages 3 and 4, girls, and able pupils. Almost no one disagreed with the statement that using ICT can have a positive impact on the different groups.

**Table 5.21b Q37 Do you agree or disagree that using ICT can have a positive impact on the groups listed below in the following ways?**

| Response                              | Strongly agree<br>% | Agree<br>% | Neither agree<br>or disagree<br>% | Disagree<br>% | Strongly disagree<br>% | N   |
|---------------------------------------|---------------------|------------|-----------------------------------|---------------|------------------------|-----|
| <b>Attainment outcomes</b>            |                     |            |                                   |               |                        |     |
| <b>Primary</b>                        |                     |            |                                   |               |                        |     |
| Pupils with special educational needs | 34                  | 43         | 21                                | 1             | <1                     | 402 |
| Boys                                  | 32                  | 43         | 24                                | 1             | 0                      | 402 |
| Able or gifted and talented pupils    | 31                  | 45         | 23                                | 1             | 0                      | 398 |
| Key Stage 1 pupils                    | 28                  | 43         | 28                                | 1             | <1                     | 337 |
| Key Stage 2 pupils                    | 28                  | 45         | 26                                | 0             | 0                      | 286 |
| Key Stage 3 pupils                    | 27                  | 47         | 26                                | 0             | 0                      | 135 |
| Key Stage 4 pupils                    | 26                  | 48         | 26                                | 0             | 0                      | 135 |
| Girls                                 | 26                  | 45         | 29                                | 1             | 0                      | 400 |

| <b>Response</b>                       | <b>Strongly agree<br/>%</b> | <b>Agree<br/>%</b> | <b>Neither agree<br/>or disagree<br/>%</b> | <b>Disagree<br/>%</b> | <b>Strongly disagree<br/>%</b> | <b>N</b> |
|---------------------------------------|-----------------------------|--------------------|--|-----------------------|--------------------------------|----------|
| <b>Secondary</b>                      |                             |                    |  |                       |                                |          |
| Pupils with special educational needs | 31                          | 48                 | 19   | 1                     | <1                             | 735      |
| Key Stage 1 pupils                    | 28                          | 44                 | 26   | 2                     | 0                              | 157      |
| Boys                                  | 28                          | 49                 | 22   | 1                     | <1                             | 724      |
| Able or gifted and talented pupils    | 28                          | 46                 | 25   | 1                     | <1                             | 756      |
| Key Stage 2 pupils                    | 24                          | 48                 | 27   | <1                    | <1                             | 208      |
| Key Stage 4 pupils                    | 24                          | 52                 | 22   | 1                     | <1                             | 703      |
| Key Stage 3 pupils                    | 23                          | 51                 | 25   | 1                     | 1                              | 736      |
| Girls                                 | 22                          | 51                 | 26   | 1                     | 1                              | 744      |
| <b>Special</b>                        |                             |                    |  |                       |                                |          |
| Able or gifted and talented pupils    | 44                          | 34                 | 21   | <1                    | 0                              | 263      |
| Pupils with special educational needs | 41                          | 41                 | 18   | 1                     | 0                              | 448      |
| Key Stage 1 pupils                    | 38                          | 43                 | 18   | 1                     | 0                              | 267      |
| Key Stage 2 pupils                    | 38                          | 44                 | 17   | 1                     | 0                              | 290      |
| Boys                                  | 36                          | 44                 | 19   | <1                    | 0                              | 426      |

| <b>Response</b>    | <b>Strongly agree<br/>%</b> | <b>Agree<br/>%</b> | <b>Neither agree<br/>or disagree<br/>%</b> | <b>Disagree<br/>%</b> | <b>Strongly disagree<br/>%</b> | <b>N</b> |
|--------------------|-----------------------------|--------------------|--|-----------------------|--------------------------------|----------|
| Key Stage 4 pupils | 35                          | 45                 | 19   | 1                     | 0                              | 349      |
| Key Stage 3 pupils | 34                          | 46                 | 19   | 1                     | 0                              | 346      |
| Girls              | 33                          | 45                 | 22   | <1                    | 0                              | 410      |

Due to rounding, percentages may not always sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Responses were somewhat less unequivocal in relation to the positive impact of ICT on attainment outcomes. Around a quarter of those who expressed an opinion neither agreed nor disagreed that using ICT can have a positive impact on attainment outcomes. However, broadly, around three-quarters of respondents either agreed or strongly agreed with the statement. A somewhat higher proportion of respondents (35 per cent) said that they strongly agreed that pupils with special educational needs had enhanced attainment outcomes through ICT. Again, virtually no respondents disagreed with this statement.

**Table 5.21c Q37 Do you agree or disagree that using ICT can have a positive impact on the groups listed below in the following ways?**

| <b>Response</b>                       | <b>Strongly agree<br/>%</b> | <b>Agree<br/>%</b> | <b>Neither agree<br/>or disagree<br/>%</b> | <b>Disagree<br/>%</b> | <b>Strongly disagree<br/>%</b> | <b>N</b> |
|---------------------------------------|-----------------------------|--------------------|--|-----------------------|--------------------------------|----------|
| <b>Personalising learning</b>         |                             |                    |  |                       |                                |          |
| <b>Primary</b>                        |                             |                    |  |                       |                                |          |
| Key Stage 4 pupils                    | 24                          | 44                 | 30   | 2                     | 0                              | 124      |
| Key Stage 3 pupils                    | 22                          | 45                 | 30   | 3                     | 0                              | 127      |
| Able or gifted and talented pupils    | 20                          | 35                 | 43   | 2                     | 0                              | 382      |
| Key Stage 2 pupils                    | 19                          | 38                 | 41   | 2                     | <1                             | 275      |
| Pupils with special educational needs | 18                          | 37                 | 42   | 3                     | 0                              | 383      |
| Key Stage 1 pupils                    | 17                          | 32                 | 46   | 5                     | <1                             | 318      |
| Boys                                  | 17                          | 35                 | 45   | 2                     | 0                              | 380      |
| Girls                                 | 16                          | 36                 | 46   | 2                     | 0                              | 380      |
| <b>Secondary</b>                      |                             |                    |  |                       |                                |          |
| Key Stage 1 pupils                    | 24                          | 34                 | 37   | 4                     | 1                              | 142      |
| Able or gifted and talented pupils    | 21                          | 42                 | 34   | 2                     | 1                              | 736      |
| Key Stage 2 pupils                    | 20                          | 33                 | 45   | 2                     | 1                              | 193      |
| Key Stage 4 pupils                    | 20                          | 42                 | 35   | 2                     | 1                              | 685      |

| <b>Response</b>                       | <b>Strongly agree<br/>%</b> | <b>Agree<br/>%</b> | <b>Neither agree<br/>or disagree<br/>%</b> | <b>Disagree<br/>%</b> | <b>Strongly disagree<br/>%</b> | <b>N</b> |
|---------------------------------------|-----------------------------|--------------------|--|-----------------------|--------------------------------|----------|
| Pupils with special educational needs | 20                          | 41                 | 35   | 3                     | 1                              | 714      |
| Boys                                  | 19                          | 41                 | 37   | 2                     | 1                              | 698      |
| Girls                                 | 17                          | 43                 | 37   | 2                     | 1                              | 722      |
| Key Stage 3 pupils                    | 16                          | 42                 | 39   | 2                     | 1                              | 713      |
| <b>Special</b>                        |                             |                    |  |                       |                                |          |
| Able or gifted and talented pupils    | 32                          | 39                 | 27   | 2                     | 0                              | 250      |
| Key Stage 1 pupils                    | 24                          | 40                 | 33   | 3                     | 1                              | 245      |
| Pupils with special educational needs | 24                          | 41                 | 31   | 3                     | 1                              | 435      |
| Key Stage 2 pupils                    | 23                          | 42                 | 32   | 3                     | 1                              | 272      |
| Key Stage 3 pupils                    | 23                          | 42                 | 32   | 3                     | 0                              | 325      |
| Key Stage 4 pupils                    | 22                          | 43                 | 32   | 3                     | 0                              | 330      |
| Girls                                 | 22                          | 42                 | 33   | 3                     | <1                             | 393      |
| Boys                                  | 22                          | 42                 | 32   | 3                     | <1                             | 413      |

Due to rounding, percentages may not always sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

The question about the impact of ICT on personalising learning elicited a mixed response. Although more than half of those who expressed an opinion agreed or strongly agreed that using ICT can have a positive impact on personalising learning, around two-fifths of respondents neither agreed nor disagreed, and some respondents (5 per cent or less) disagreed. The highest level of

neutral or negative responses related to the impact of ICT on personalised learning for Key Stage 1 pupils, and the highest level of agreement related to Key Stage 4 pupils.

## 6. Special themes: Home access

### 6.1 Home access

**Table 6.1 Q25 We are interested in finding out about the proportions of pupil who have home access to a computer. What proportions of pupils do you estimate have:**

|                  | <b>Response</b>  | <b>Mean</b><br>% | <b>Median</b><br>% | <b>Min</b><br>% | <b>Max</b><br>% | <b>N</b> |
|------------------|--|------------------|--------------------|-----------------|-----------------|----------|
| <b>Primary</b>   | Home access by means of their own/family-owned computer                    | 72               | 75                 | 1               | 99              | 129      |
|                  | Home access by means of a computer loaned (or leased) by the school        | 31               | 25                 | 1               | 90              | 7        |
|                  | Do not have home access  | 27               | 20                 | 1               | 88              | 110      |
|                  | Home access via ICT resources procured via the Computers for Pupils scheme | 20               | 20                 | 20              | 20              | 1        |
| <b>Secondary</b> | Home access by means of their own/family-owned computer                    | 82               | 85                 | 10              | 99              | 130      |
|                  | Do not have home access  | 17               | 15                 | 1               | 50              | 108      |
|                  | Home access via ICT resources procured via the Computers for Pupils scheme | 8                | 7                  | 1               | 30              | 15       |
|                  | Home access by means of a computer loaned (or leased) by the school        | 6                | 1                  | 1               | 60              | 25       |

|                | <b>Response</b>  | <b>Mean</b><br>% | <b>Median</b><br>% | <b>Min</b><br>% | <b>Max</b><br>% | <b>N</b> |
|----------------|--|------------------|--------------------|-----------------|-----------------|----------|
| <b>Special</b> | Home access by means of their own/family-owned computer                    | 54               | 50                 | 2               | 99              | 142      |
|                | Do not have home access  | 44               | 50                 | 1               | 99              | 123      |
|                | Home access by means of a computer loaned (or leased) by the school        | 16               | 5                  | 1               | 100             | 24       |
|                | Home access via ICT resources procured via the Computers for Pupils scheme | 14               | 8                  | 1               | 80              | 10       |

Source: NFER Harnessing Technology School Leadership Survey 2008.

Senior leader estimates show that in special schools, close to half of pupils (44 per cent) on average do not have home access to a computer. This proportion is strikingly higher than in secondary schools, where 17 per cent of pupils do not have home access. The average proportion of primary school pupils without home access is 27 per cent.

In primary schools, an average 20 per cent of pupils have home access through the Computers for Pupils scheme (compared with 8 per cent in secondary schools and 14 per cent in special schools), while an average of 31 per cent have home access through computers loaned or leased through the school (compared with 6 per cent and 16 per cent respectively).

**Table 6.2 Q29 What proportions of pupils in your school do you estimate have home access?**

|                  | <b>Response</b>   | <b>Mean</b> | <b>Median</b> | <b>Min</b> | <b>Max</b> | <b>N</b> |
|------------------|---|-------------|---------------|------------|------------|----------|
| <b>Primary</b>   | Home access by means of their own/family-owned computer             | 71          | 75            | 10         | 100        | 148      |
|                  | Do not have home access   | 30          | 25            | 1          | 100        | 115      |
|                  | Home access by means of a computer loaned (or leased) by the school | 24          | 10            | 2          | 50         | 5        |
| <b>Secondary</b> | Home access by means of their own/family-owned computer             | 81          | 85            | 10         | 99         | 156      |

|                | <b>Response</b>   | <b>Mean</b> | <b>Median</b> | <b>Min</b> | <b>Max</b> | <b>N</b> |
|----------------|---|-------------|---------------|------------|------------|----------|
|                | Do not have home access   | 18          | 15            | 1          | 85         | 130      |
|                | Home access by means of a computer loaned (or leased) by the school | 10          | 2             | 1          | 98         | 32       |
| <b>Special</b> | Home access by means of their own/family-owned computer             | 60          | 60            | 2          | 100        | 162      |
|                | Do not have home access   | 40          | 40            | 3          | 100        | 136      |
|                | Home access by means of a computer loaned (or leased) by the school | 15          | 4             | 1          | 100        | 18       |

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

ICT co-ordinators' estimates of the average proportion of pupils having home access correspond reasonably closely with those of senior leaders. Again, a higher proportion of special school pupils do not have home access. It is also worth noting that, once again, a high average proportion of primary school pupils (20 per cent) have home access through a computer loaned or leased by the school. This is twice as many as the average proportion reported in secondary schools.

### **Table 6.3 Q26 What do you think will happen over the next 12 months regarding home access to computers?**

**The proportion of pupils with home access will:**

|                  | <b>Response</b>        | <b>%</b> |
|------------------|------------------------|----------|
| <b>Primary</b>   | Increase slightly      | 60       |
|                  | Stay about the same    | 28       |
|                  | Increase substantially | 9        |
|                  | Decrease               | 0        |
|                  | No response            | 3        |
|                  | <b>N = 159</b>         |          |
| <b>Secondary</b> | Increase slightly      | 64       |
|                  | Stay about the same    | 19       |
|                  | Increase substantially | 15       |
|                  | Decrease               | 0        |
|                  | No response            | 2        |

|                | <b>Response</b>        | <b>%</b> |
|----------------|------------------------|----------|
|                | <b>N = 150</b>         |          |
| <b>Special</b> | Increase slightly      | 52       |
|                | Stay about the same    | 31       |
|                | Increase substantially | 12       |
|                | Decrease               | 0        |
|                | No response            | 6        |
|                | <b>N = 193</b>         |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

The majority of school leader respondents (58 per cent) took the view that the proportion of pupils with home access will increase slightly in the next 12 months, with around a quarter indicating that it will stay about the same. Secondary school leaders were slightly more optimistic about an expansion in home access, and special school leaders were slightly more pessimistic.

**Table 6.4 Q30 What do you think will happen over the next 12 months regarding home access to computers?**

|                  | <b>Response</b>        | <b>%</b> |
|------------------|------------------------|----------|
| <b>Primary</b>   | Increase slightly      | 60       |
|                  | Stay about the same    | 26       |
|                  | Increase substantially | 4        |
|                  | Decrease               | 0        |
|                  | No response            | 10       |
|                  | <b>N = 176</b>         |          |
| <b>Secondary</b> | Increase slightly      | 63       |
|                  | Stay about the same    | 22       |
|                  | Increase substantially | 9        |
|                  | Decrease               | 1        |
|                  | No response            | 6        |
|                  | <b>N = 184</b>         |          |

|                |                        |    |
|----------------|------------------------|----|
| <b>Special</b> | Increase slightly      | 56 |
|                | Stay about the same    | 31 |
|                | Increase substantially | 7  |
|                | Decrease               | 1  |
|                | No response            | 6  |
|                | <b>N = 201</b>         |    |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Over half of all ICT co-ordinators responding to the survey said that they thought home access to computers would increase slightly over the next 12 months. Around a quarter thought it would stay about the same. This pattern of responses was broadly reflective of the views of respondents across each of the different sectors.

**Table 6.5 Q27b Do you think home access will have an impact on the following:**

|                  | <b>Response</b>                              | <b>%</b> |
|------------------|--|----------|
| <b>Primary</b>   | Pedagogy/ways of teaching                    | 38       |
|                  | Policies on bringing own devices into school | 15       |
|                  | School procurement policies                  | 13       |
|                  | Other  | 4        |
|                  | No response                                  | 56       |
|                  | <b>N = 159</b>                               |          |
| <b>Secondary</b> | Pedagogy/ways of teaching                    | 63       |
|                  | Policies on bringing own devices into school | 38       |
|                  | School procurement policies                  | 21       |
|                  | Other  | 1        |
|                  | No response                                  | 34       |
|                  | <b>N = 150</b>                               |          |
| <b>Special</b>   | Pedagogy/ways of teaching                    | 33       |
|                  | Policies on bringing own devices into school | 19       |

|  | <b>Response</b>             | <b>%</b> |
|--|-----------------------------|----------|
|  | School procurement policies | 10       |
|  | Other                       | 5        |
|  | No response                 | 55       |
|  | <b>N = 193</b>              |          |

More than one answer could be given, so percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

Secondary school leaders were more likely to take the view that home access schemes would have some sort of impact on teaching, with a total of 36 per cent saying that there would be a small, some, or a big difference, and just 6 per cent saying that there would be no difference.

A majority of senior leaders in primary and special schools (and over a third of secondary school leaders) were unable to say whether home access would have an impact, probably because they did not have direct experience of such schemes.

### **Table 6.6 Q31a Does your school have a specific home access scheme(s) in place?**

|                  | <b>Response</b> | <b>%</b> |
|------------------|-----------------|----------|
| <b>Primary</b>   | No              | 94       |
|                  | Yes             | 4        |
|                  | No response     | 2        |
|                  | <b>N = 176</b>  |          |
| <b>Secondary</b> | No              | 78       |
|                  | Yes             | 17       |
|                  | No response     | 4        |
|                  | <b>N = 184</b>  |          |
| <b>Special</b>   | No              | 92       |
|                  | Yes             | 5        |
|                  | No response     | 4        |
|                  | <b>N = 201</b>  |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

The majority of respondents – 88 per cent of schools (495 of the 563 schools that responded to the survey) – reported that their schools did not have specific home access schemes in place. Over 90 per cent of respondents in primary and special schools reported there to be no home access schemes, compared with 78 per cent of respondents in secondary schools.

**Table 6.7 Q32 Are teachers doing anything differently due to the fact that your school has a home access scheme in place?**

|                  | <b>Response</b>   | <b>%</b> |
|------------------|---|----------|
| <b>Primary</b>   | More setting of homework that requires ICT use          | 43       |
|                  | More use of ICT lessons                                 | 43       |
|                  | More electronic submission of homework                  | 43       |
|                  | More use of email to communicate with individual pupils | 0        |
|                  | Less use of ICT in lessons                              | 0        |
|                  | Other   | 14       |
|                  | No response to this question                            | 29       |
|                  | <b>N = 7</b>  |          |
| <b>Secondary</b> | More setting of homework that requires ICT use          | 53       |
|                  | More electronic submission of homework                  | 47       |
|                  | More use of email to communicate with individual pupils | 44       |
|                  | More use of ICT lessons                                 | 44       |
|                  | Less use of ICT in lessons                              | 0        |
|                  | Other   | 13       |
|                  | No response to this question                            | 25       |
|                  | <b>N = 32</b>   |          |
| <b>Special</b>   | More use of email to communicate with individual pupils | 10       |
|                  | More setting of homework that requires ICT use          | 10       |
|                  | More use of ICT lessons                                 | 10       |
|                  | More electronic submission of homework                  | 0        |
|                  | Less use of ICT in lessons                              | 0        |
|                  | Other   | 20       |

|  | <b>Response</b>              | <b>%</b> |
|--|------------------------------|----------|
|  | No response to this question | 50       |
|  | <b>N = 10</b>                |          |

More than one answer could be given, so percentages do not sum to 100.

A filter question of Q31a.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Of the 49 respondents who said their schools had home access schemes in place, most reported that teachers set more homework that required ICT use as a result. This was particularly the case for primary and secondary schools.

Respondents in primary and secondary schools also similarly reported that having a home access scheme in place had meant more electronic submission of homework and more use of ICT in lessons.

Proportionally fewer respondents in special schools indicated that teachers were doing anything differently as a result of a home access scheme.

## 6.2 Learning platforms

**Table 6.8 Q40 Does your school use a learning platform?**

|                  | <b>Response</b> | <b>%</b> |
|------------------|-----------------|----------|
| <b>Primary</b>   | No              | 76       |
|                  | Yes             | 21       |
|                  | No response     | 3        |
|                  | <b>N = 176</b>  |          |
| <b>Secondary</b> | Yes             | 60       |
|                  | No              | 35       |
|                  | No response     | 4        |
|                  | <b>N = 184</b>  |          |
| <b>Special</b>   | No              | 68       |
|                  | Yes             | 30       |
|                  | No response     | 2        |
|                  | <b>N = 201</b>  |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Just over a third of all ICT co-ordinator respondents said that their schools used a learning platform. This was more the case for secondary schools than primary and special schools. Twenty-one per cent of respondents in primary schools and 30 per cent in special schools said that their schools had a learning platform, compared with 60 per cent of respondents in secondary schools. This is an increase from the 2007 survey findings in which it was reported that 11 per cent of primary schools and 46 per cent of secondary schools had a learning platform.

**Table 6.9 Q16 Does your school have access to a learning platform?**

|                  | <b>Response</b> | <b>%</b> |
|------------------|-----------------|----------|
| <b>Primary</b>   | No              | 47       |
|                  | Don't know      | 25       |
|                  | Yes             | 21       |
|                  | No response     | 8        |
|                  | <b>N = 419</b>  |          |
| <b>Secondary</b> | Yes             | 56       |
|                  | No              | 21       |
|                  | Don't know      | 19       |
|                  | No response     | 5        |
|                  | <b>N = 793</b>  |          |
| <b>Special</b>   | No              | 37       |
|                  | Yes             | 32       |
|                  | Don't know      | 23       |
|                  | No response     | 8        |
|                  | <b>N = 466</b>  |          |

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Teacher respondents in secondary schools were more than twice as likely as those in primary schools to report that they had access to a learning platform. Overall, almost three-fifths of secondary school respondents said that they had access to a learning platform, compared with just under one-fifth of primary school respondents and one-third of special school respondents.

A high proportion of respondents (up to a quarter of respondents in primary schools) did not know whether their schools had access to a learning platform.

**Table 6.10 Q41 Which learning platform does your school mainly operate?**

| <b>Response</b>                         | <b>%</b> | <b>Response</b>  | <b>%</b> |
|---|----------|--|----------|
| Moodle                                  | 24       | Knowledge box  | 1        |
| Local grid for learning                 | 7        | Languages online   | 1        |
| Net media                               | 6        | CSE Webspacer Explorer                                       | 1        |
| University                              | 6        | Frogteacher  | 1        |
| Local authority learning portal/network | 6        | Currently Sharepoint and Moodle (while we evaluate each sys) | 1        |
| Kaleidos                                | 5        | CLEO (Cumbria and Lancashire Education online)               | 1        |
| EMBC                                    | 3        | TALMOS + RM CONNECT  | 1        |
| Fronter                                 | 3        | TEKNICAL/SERCO   | 1        |
| Sharepoint                              | 3        | Microsoft  | 1        |
| Virtual workspace                       | 2        | Assimilate   | 1        |
| Intranet/in house                       | 2        | NTP.LP.ORG   | 1        |
| Nortle                                  | 2        | LP+  | 1        |
| RM portal                               | 1        | TALMOS   | 1        |
| Education city B squared                | 1        | CC3  | 1        |
| Learning gateway                        | 1        | Think.com  | 1        |
| Digital Brain                           | 1        | Bodington  | 1        |
| Espresso                                | 1        | Pupil target tracker   | 1        |
| Learnwise                               | 1        | Simply click   | 1        |
| E-folio                                 | 1        | Ramesys learning   | 1        |
| It's Learning                           | 1        | SIMS   | 1        |
| Frogtrade                               | 1        | E-case   | 1        |
| My Desktop                              | 1        | Other relevant/vague comment                                 | 1        |
| First class                             | 1        | Some response  | 93       |
| Windows based                           | 1        | No response  | 7        |
| N = 208                                 |          |  |          |

Open-response question.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Just under a quarter of all respondents reported that they operated Moodle. Thirty-two primary schools, 105 secondary schools and 56 special schools responded to this question. Moodle was the most frequently reported learning platform across each of the school sectors: 22 per cent of primary schools, 31 per cent of secondary schools and 13 per cent of special schools.

**Table 6.11 Q17 Some common features of learning platforms are listed below. Please indicate how useful your school's learning platform is in each of these ways or tick the 'not available' box if your school's learning platform does not include these features**

**Primary**

| <b>Response</b>  | <b>Very useful<br/>%</b> | <b>Useful<br/>%</b> | <b>Not very useful<br/>%</b> | <b>Not at all useful<br/>%</b> | <b>Not available<br/>%</b> | <b>No response<br/>%</b> |
|--|--------------------------|---------------------|------------------------------|--------------------------------|----------------------------|--------------------------|
| Accessing information about pupil progress and performance |                          |                     |                              |                                |                            |                          |
| For management   | 20                       | 33                  | 4                            | 2                              | 19                         | 21                       |
| For teaching staff   | 15                       | 40                  | 6                            | 1                              | 19                         | 19                       |
| For pupils   | 3                        | 21                  | 11                           | 3                              | 40                         | 20                       |
| For parents  | 2                        | 13                  | 11                           | 3                              | 47                         | 22                       |
| Repository of documents for learning and teaching          |                          |                     |                              |                                |                            |                          |
| Lesson plans   | 18                       | 34                  | 11                           | 3                              | 10                         | 24                       |
| Teaching software  | 12                       | 48                  | 8                            | 1                              | 8                          | 22                       |
| Learning resources for learners                            | 11                       | 48                  | 8                            | 1                              | 8                          | 24                       |
| Conducting online assessment                               |                          |                     |                              |                                |                            |                          |

| <b>Response</b>                                | <b>Very useful<br/>%</b> | <b>Useful<br/>%</b> | <b>Not very useful<br/>%</b> | <b>Not at all useful<br/>%</b> | <b>Not available<br/>%</b> | <b>No response<br/>%</b> |
|--|--------------------------|---------------------|------------------------------|--------------------------------|----------------------------|--------------------------|
| Assessment of learning                         | 8                        | 25                  | 11                           | 3                              | 27                         | 26                       |
| Assessment for learning                        | 6                        | 25                  | 10                           | 3                              | 30                         | 26                       |
| For hosting e-portfolios                       | 2                        | 12                  | 9                            | 1                              | 44                         | 31                       |
| For setting homework                           |                          |                     |                              |                                |                            |                          |
| For pupils to store their work                 | 4                        | 24                  | 8                            | 2                              | 38                         | 24                       |
| For pupils to share their work                 | 2                        | 22                  | 11                           | 3                              | 37                         | 24                       |
| To have dialogue with a pupil about their work | 1                        | 17                  | 9                            | 2                              | 45                         | 26                       |
| For Web 2.0-related activities                 |                          |                     |                              |                                |                            |                          |
| Wikis, blogs, podcasting, social networking    | 3                        | 21                  | 10                           | 6                              | 35                         | 25                       |
| <b>N = 89</b>                                  |                          |                     |                              |                                |                            |                          |

Due to rounding, percentages do not sum to 100.

A filter question of Q16.

Source: NFER Harnessing Technology School Teacher Survey 2008.

**Table 6.11a Q17 Some common features of learning platforms are listed below. Please indicate how useful your school's learning platform is in each of these ways or tick the 'not available' box if your school's learning platform does not include these features. (Combined responses)<sup>26</sup>**

**Primary**

| <b>Response</b>  | <b>Not useful %</b> | <b>Useful %</b> | <b>N</b> |
|--|---------------------|-----------------|----------|
| Accessing information about pupil progress and performance |                     |                 |          |
| For management   | 11                  | 89              | 53       |
| For teaching staff   | 11                  | 89              | 55       |
| For pupils   | 37                  | 63              | 35       |
| For parents  | 48                  | 52              | 53       |
| Repository of documents for learning and teaching          |                     |                 |          |
| Lesson plans   | 22                  | 78              | 59       |
| Teaching software  | 13                  | 87              | 62       |
| Learning resources for learners                            | 13                  | 87              | 61       |
| Conducting online assessment                               |                     |                 |          |
| Assessment of learning                                     | 31                  | 69              | 42       |
| Assessment for learning                                    | 31                  | 69              | 39       |
| For hosting e-portfolios                                   | 41                  | 59              | 22       |
| For setting homework                                       |                     |                 |          |
| For pupils to store their work                             | 27                  | 74              | 34       |
| For pupils to share their work                             | 37                  | 63              | 35       |
| To have dialogue with a pupil about their work             | 39                  | 62              | 26       |
| For Web 2.0-related activities                             |                     |                 |          |
| Wikis, blogs, podcasting, social networking                | 39                  | 61              | 36       |

Source: NFER Harnessing Technology School Teacher Survey 2008.

<sup>26</sup> Responses from Table 6.11 were combined ('Very useful' and 'Useful' = 'Useful', 'Not very useful' and 'Not at all useful' = 'Not useful'). Respondents who said 'Not available' were excluded from the analysis. Please note the small N in some cases.

The most useful aspect of learning platforms for primary school teachers was for management and teaching staff to access information about pupils' progress and performance. Being able to use the learning platform as a repository for teaching software and learning resources was also useful.

**Table 6.12 Q17 Some common features of learning platforms are listed below. Please indicate how useful your school's learning platform is in each of these ways or tick the 'not available' box if your school's learning platform does not include these features**

**Secondary**

| Response  | Very useful % | Useful % | Not very useful % | Not at all useful % | Not available % | No response % |
|---|---------------|----------|-------------------|---------------------|-----------------|---------------|
| <b>Accessing information about pupil progress and performance</b> |               |          |                   |                     |                 |               |
| For teaching staff  | 20            | 35       | 12                | 6                   | 15              | 11            |
| For management  | 19            | 35       | 12                | 7                   | 15              | 13            |
| For pupils  | 10            | 22       | 15                | 7                   | 34              | 12            |
| For parents   | 4             | 15       | 16                | 8                   | 42              | 16            |
| Repository of documents for learning and teaching                 |               |          |                   |                     |                 |               |
| Learning resources for learners                                   | 20            | 42       | 14                | 5                   | 7               | 12            |
| Lesson plans  | 15            | 32       | 18                | 8                   | 15              | 12            |
| Teaching software   | 14            | 37       | 17                | 8                   | 12              | 13            |
| Conducting online assessment                                      |               |          |                   |                     |                 |               |
| Assessment of learning  | 10            | 25       | 20                | 8                   | 24              | 14            |

| <b>Response</b>                                | <b>Very useful %</b> | <b>Useful %</b> | <b>Not very useful %</b> | <b>Not at all useful %</b> | <b>Not available %</b> | <b>No response %</b> |
|--|----------------------|-----------------|--------------------------|----------------------------|------------------------|----------------------|
| Assessment for learning                        | 8                    | 23              | 21                       | 9                          | 24                     | 15                   |
| For hosting e-portfolios                       | 4                    | 15              | 17                       | 9                          | 36                     | 19                   |
| For setting homework                           |                      |                 |                          |                            |                        |                      |
| For pupils to store their work                 | 10                   | 36              | 14                       | 10                         | 18                     | 13                   |
| For pupils to share their work                 | 7                    | 32              | 17                       | 10                         | 21                     | 13                   |
| To have dialogue with a pupil about their work | 5                    | 27              | 19                       | 11                         | 23                     | 15                   |
| For Web 2.0-related activities                 |                      |                 |                          |                            |                        |                      |
| Wikis, blogs, podcasting, social networking    | 5                    | 20              | 13                       | 10                         | 32                     | 20                   |
| <b>N = 441</b>                                 |                      |                 |                          |                            |                        |                      |

Due to rounding, percentages do not sum to 100.

A filter question of Q16.

Source: NFER Harnessing Technology School Teacher Survey 2008.

**Table 6.12a Q17 Some common features of learning platforms are listed below. Please indicate how useful your school's learning platform is in each of these ways or tick the 'not available' box if your school's learning platform does not include these features. (Combined responses)<sup>27</sup>**

**Secondary**

| <b>Response</b>  | <b>Not useful %</b> | <b>Useful %</b> | <b>N</b> |
|--|---------------------|-----------------|----------|
| Accessing information about pupil progress and performance |                     |                 |          |
| For management   | 25                  | 75              | 316      |
| For teaching staff   | 25                  | 75              | 326      |
| For pupils   | 41                  | 59              | 236      |
| For parents  | 56                  | 44              | 187      |
| Repository of documents for learning and teaching          |                     |                 |          |
| Lesson plans   | 36                  | 64              | 324      |
| Teaching software  | 33                  | 67              | 333      |
| Learning resources for learners                            | 23                  | 77              | 359      |
| Conducting online assessment                               |                     |                 |          |
| Assessment of learning                                     | 44                  | 56              | 275      |
| Assessment for learning                                    | 49                  | 51              | 271      |
| For hosting e-portfolios                                   | 58                  | 42              | 199      |
| For setting homework                                       |                     |                 |          |
| For pupils to store their work                             | 34                  | 66              | 304      |
| For pupils to share their work                             | 41                  | 60              | 289      |
| To have dialogue with a pupil about their work             | 49                  | 51              | 272      |
| For Web 2.0-related activities                             |                     |                 |          |
| Wikis, blogs, podcasting, social networking                | 49                  | 51              | 213      |

Source: NFER Harnessing Technology School Teacher Survey 2008.

<sup>27</sup> Responses from Table 6.12 were combined ('Very useful' and 'Useful' = 'Useful', 'Not very useful' and 'Not at all useful' = 'Not useful'). Respondents who said 'Not available' were excluded from the analysis. Please note the small N in some cases.

The most useful aspect of learning platforms for secondary school teachers was for management and teaching staff to access information about pupils' progress and performance. Being able to use the learning platform as a repository for learning resources was also useful.

**Table 6.13 Q17 Some common features of learning platforms are listed below. Please indicate how useful your school's learning platform is in each of these ways or tick the 'not available' box if your school's learning platform does not include these features**

**Special**

| <b>Response</b>   | <b>Very useful %</b> | <b>Useful %</b> | <b>Not very useful %</b> | <b>Not at all useful %</b> | <b>Not available %</b> | <b>No response %</b> |
|---|----------------------|-----------------|--------------------------|----------------------------|------------------------|----------------------|
| <b>Accessing information about pupil progress and performance</b> |                      |                 |                          |                            |                        |                      |
| For teaching staff  | 17                   | 43              | 13                       | 3                          | 12                     | 12                   |
| For management  | 21                   | 33              | 12                       | 3                          | 13                     | 17                   |
| For pupils  | 6                    | 25              | 14                       | 7                          | 35                     | 13                   |
| For parents   | 3                    | 12              | 15                       | 6                          | 49                     | 15                   |
| <b>Repository of documents for learning and teaching</b>          |                      |                 |                          |                            |                        |                      |
| Learning resources for learners                                   | 14                   | 46              | 13                       | 5                          | 9                      | 13                   |
| Teaching software   | 14                   | 39              | 15                       | 5                          | 15                     | 13                   |
| Lesson plans  | 11                   | 31              | 21                       | 8                          | 15                     | 13                   |
| <b>Conducting online assessment</b>                               |                      |                 |                          |                            |                        |                      |
| Assessment for learning   | 8                    | 27              | 12                       | 10                         | 31                     | 13                   |

| <b>Response</b>                                | <b>Very useful %</b> | <b>Useful %</b> | <b>Not very useful %</b> | <b>Not at all useful %</b> | <b>Not available %</b> | <b>No response %</b> |
|--|----------------------|-----------------|--------------------------|----------------------------|------------------------|----------------------|
| Assessment of learning                         | 7                    | 29              | 11                       | 9                          | 31                     | 13                   |
| For hosting e-portfolios                       | 2                    | 14              | 15                       | 9                          | 41                     | 19                   |
| <b>For setting homework</b>                    |                      |                 |                          |                            |                        |                      |
| For pupils to store their work                 | 4                    | 11              | 15                       | 13                         | 43                     | 14                   |
| For pupils to share their work                 | 4                    | 12              | 15                       | 9                          | 43                     | 16                   |
| To have dialogue with a pupil about their work | 1                    | 10              | 16                       | 12                         | 46                     | 15                   |
| <b>For Web 2.0-related activities</b>          |                      |                 |                          |                            |                        |                      |
| Wikis, blogs, podcasting, social networking    | 2                    | 15              | 11                       | 9                          | 44                     | 19                   |
| <b>N = 150</b>                                 |                      |                 |                          |                            |                        |                      |

Due to rounding, percentages do not sum to 100.

A filter question of Q16.

Source: NFER Harnessing Technology School Teacher Survey 2008 .

**Table 6.13a Q17 Some common features of learning platforms are listed below. Please indicate how useful your school's learning platform is in each of these ways or tick the 'not available' box if your school's learning platform does not include these features. (Combined responses)<sup>28</sup>**

**Special**

| <b>Response</b>   | <b>Not useful<br/>%</b> | <b>Useful<br/>%</b> | <b>N</b> |
|---|-------------------------|---------------------|----------|
| <b>Accessing information about pupil progress and performance</b> |                         |                     |          |
| For management  | 22                      | 78                  | 105      |
| For teaching staff  | 21                      | 79                  | 114      |
| For pupils  | 41                      | 59                  | 78       |
| For parents   | 58                      | 42                  | 55       |
| Repository of documents for learning and teaching                 |                         |                     |          |
| Lesson plans  | 41                      | 59                  | 107      |
| Teaching software   | 28                      | 73                  | 109      |
| Learning resources for learners                                   | 23                      | 77                  | 117      |
| Conducting online assessment                                      |                         |                     |          |
| Assessment of learning  | 35                      | 65                  | 85       |
| Assessment for learning   | 39                      | 61                  | 85       |
| For hosting e-portfolios  | 61                      | 39                  | 61       |
| For setting homework  |                         |                     |          |
| For pupils to store their work                                    | 65                      | 35                  | 65       |
| For pupils to share their work                                    | 61                      | 39                  | 61       |
| To have dialogue with a pupil about their work                    | 71                      | 29                  | 59       |

<sup>28</sup> Responses from Table 6.13 were combined ('Very useful' and 'Useful' = 'Useful', 'Not very useful' and 'Not at all useful' = 'Not useful'). Respondents who said 'Not available' were excluded from the analysis. Please note the small N in some cases.

| <b>Response</b>                             | <b>Not<br/>useful<br/>%</b> | <b>Useful<br/>%</b> | <b>N</b> |
|---|-----------------------------|---------------------|----------|
| For Web 2.0-related activities              |                             |                     |          |
| Wikis, blogs, podcasting, social networking | 54                          | 46                  | 56       |

Source: NFER Harnessing Technology School Teacher Survey 2008.

The most useful aspect of learning platforms for special school teachers was for management and teaching staff to access information about pupils' progress and performance. Being able to use the learning platform as a repository for teaching software and learning resources was also useful.

**Table 6.14 Q42 How was this learning platform purchased?**

|                  | <b>Response</b>            | <b>%</b> |
|------------------|----------------------------|----------|
| <b>Primary</b>   | By/via the local authority | 19       |
|                  | By our school              | 3        |
|                  | By a consortium of schools | 1        |
|                  | Other                      | 1        |
|                  | No response                | 76       |
|                  | <b>N = 176</b>             |          |
| <b>Secondary</b> | By our school              | 27       |
|                  | By/via the local authority | 22       |
|                  | By a consortium of schools | 3        |
|                  | Other                      | 11       |
|                  | No response                | 37       |
|                  | <b>N = 111</b>             |          |
| <b>Special</b>   | By/via the local authority | 24       |
|                  | By our school              | 6        |
|                  | By a consortium of schools | 2        |
|                  | Other                      | 2        |
|                  | No response                | 67       |
|                  | <b>N = 201</b>             |          |

Due to rounding, percentages do not sum to 100.

A filter question of Q40.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Of the schools that reported using a learning platform, just under a quarter said that their learning platforms had been purchased by or via the local authority. Primary and special schools reported this to be the case more frequently than did secondary schools. In secondary schools, while 22 per cent of respondents said they had purchased their learning platforms by or via the local authority, a further 27 per cent said that their schools had purchased the learning platform, compared with 3 per cent of primary schools and 6 per cent of special schools.

**Table 6.15 Q43 Some common features of learning platforms are listed below. Please indicate how often you use your school's learning platform is in each of these ways or tick the 'not available' box if your school's learning platform does not include these features**

**Primary**

| <b>Response</b>   | <b>At least once a week<br/>%</b> | <b>About once every 2–3 weeks<br/>%</b> | <b>About once a month<br/>%</b> | <b>About once a term<br/>%</b> | <b>Less often<br/>%</b> | <b>Never<br/>%</b> | <b>Not available<br/>%</b> | <b>No response<br/>%</b> |
|---|-----------------------------------|---|---------------------------------|--------------------------------|-------------------------|--------------------|----------------------------|--------------------------|
| <b>Accessing information about pupil progress and performance</b> |                                   |   |                                 |                                |                         |                    |                            |                          |
| For teaching staff  | 8                                 |   | 3                               | 5                              | 5                       | 14                 | 38                         | 27                       |
| For management  | 8                                 | 8                                       | 3                               | 5                              | 3                       | 14                 | 35                         | 24                       |
| For pupils  | 0                                 | 0                                       | 8                               | 3                              | 0                       | 22                 | 41                         | 27                       |
| For parents   | 0                                 | 0                                       | 0                               | 0                              | 5                       | 22                 | 43                         | 30                       |
| <b>Repository of documents for learning and teaching</b>          |                                   |   |                                 |                                |                         |                    |                            |                          |
| Learning resources for learners                                   | 19                                | 8                                       | 3                               | 0                              | 16                      | 5                  | 16                         | 27                       |
| Lesson plans  | 16                                | 8                                       | 5                               | 0                              | 16                      | 11                 | 14                         | 30                       |
| Teaching software   | 16                                | 8                                       | 0                               | 0                              | 14                      | 11                 | 22                         | 30                       |
| <b>Conducting online assessment</b>                               |                                   |   |                                 |                                |                         |                    |                            |                          |
| For hosting e-portfolios  | 5                                 | 3                                       | 3                               | 3                              | 8                       | 19                 | 27                         | 32                       |

| <b>Response</b>                                | <b>At least once a week<br/>%</b> | <b>About once every 2–3 weeks<br/>%</b> | <b>About once a month<br/>%</b> | <b>About once a term<br/>%</b> | <b>Less often<br/>%</b> | <b>Never<br/>%</b> | <b>Not available<br/>%</b> | <b>No response<br/>%</b> |
|--|-----------------------------------|---|---------------------------------|--------------------------------|-------------------------|--------------------|----------------------------|--------------------------|
| Assessment of learning                         | 0                                 |   | 5                               | 3                              | 8                       | 19                 | 35                         | 30                       |
| Assessment for learning                        | 0                                 | 5                                       | 3                               | 0                              | 5                       | 19                 | 32                         | 35                       |
| <b>For setting homework</b>                    |                                   |   |                                 |                                |                         |                    |                            |                          |
| For pupils to store their work                 | 5                                 | 3                                       | 3                               | 3                              | 8                       | 19                 | 27                         | 32                       |
| For pupils to share their work                 | 5                                 | 0                                       | 3                               | 0                              | 5                       | 19                 | 32                         | 32                       |
| To have dialogue with a pupil about their work | 5                                 | 0                                       | 3                               | 0                              | 5                       | 19                 | 32                         | 32                       |
| <b>For Web 2.0-related activities</b>          |                                   |   |                                 |                                |                         |                    |                            |                          |
| Social networking                              | 14                                | 5                                       | 3                               | 0                              | 11                      | 14                 | 27                         | 27                       |
| Wikis, blogs, podcasting                       | 3                                 | 0                                       | 3                               | 5                              | 11                      | 19                 | 30                         | 30                       |
| <b>N = 37</b>                                  |                                   |   |                                 |                                |                         |                    |                            |                          |

## Secondary

| Response  | At least once a week<br>% | About once every 2–3 weeks<br>% | About once a month<br>% | About once a term<br>% | Less often<br>% | Never<br>% | Not available<br>% | No response<br>% |
|---|---------------------------|---------------------------------|-------------------------|------------------------|-----------------|------------|--------------------|------------------|
| <b>Accessing information about pupil progress and performance</b> |                           |                                 |                         |                        |                 |            |                    |                  |
| For teaching staff  | 21                        | 4                               | 9                       | 2                      | 9               | 13         | 34                 | 9                |
| For pupils  | 14                        | 5                               | 5                       | 4                      | 10              | 15         | 37                 | 11               |
| For management  | 7                         | 5                               | 9                       | 1                      | 10              | 20         | 38                 | 11               |
| For parents   | 2                         | 1                               | 3                       | 1                      | 6               | 25         | 47                 | 15               |
| <b>Repository of documents for learning and teaching</b>          |                           |                                 |                         |                        |                 |            |                    |                  |
| Learning resources for learners                                   | 53                        | 14                              | 4                       | 5                      | 7               | 6          | 2                  | 10               |
| Lesson plans  | 41                        | 11                              | 4                       | 6                      | 11              | 12         | 4                  | 12               |
| Teaching software   | 28                        | 6                               | 3                       | 6                      | 13              | 14         | 19                 | 12               |
| <b>Conducting online assessment</b>                               |                           |                                 |                         |                        |                 |            |                    |                  |
| For hosting e-portfolios  | 25                        | 5                               | 4                       | 3                      | 14              | 23         | 15                 | 10               |
| Assessment for learning   | 17                        | 13                              | 9                       | 7                      | 9               | 22         | 14                 | 11               |
| Assessment of learning  | 16                        | 11                              | 13                      | 6                      | 12              | 20         | 14                 | 9                |

| <b>Response</b>                                | <b>At least once a week</b><br>% | <b>About once every 2–3 weeks</b><br>% | <b>About once a month</b><br>% | <b>About once a term</b><br>% | <b>Less often</b><br>% | <b>Never</b><br>% | <b>Not available</b><br>% | <b>No response</b><br>% |
|--|----------------------------------|--|--------------------------------|-------------------------------|------------------------|-------------------|---------------------------|-------------------------|
| <b>For setting homework</b>                    |                                  |  |                                |                               |                        |                   |                           |                         |
| For pupils to store their work                 | 40                               | 12                                     | 7                              | 3                             | 8                      | 16                | 5                         | 9                       |
| For pupils to share their work                 | 23                               | 10                                     | 13                             | 5                             | 9                      | 21                | 10                        | 11                      |
| To have dialogue with a pupil about their work | 21                               | 12                                     | 5                              | 7                             | 15                     | 21                | 8                         | 11                      |
| <b>For Web 2.0-related activities</b>          |                                  |  |                                |                               |                        |                   |                           |                         |
| social networking                              | 27                               | 8                                      | 4                              | 3                             | 13                     | 21                | 15                        | 10                      |
| Wikis, blogs, podcasting,                      | 10                               | 8                                      | 8                              | 5                             | 11                     | 25                | 22                        | 11                      |
| <b>N = 111</b>                                 |                                  |  |                                |                               |                        |                   |                           |                         |

## Special

| Response  | At least once a week % | About once every 2–3 weeks % | About once a month % | About once a term % | Less often % | Never % | Not available % | No response % |
|---|------------------------|------------------------------|----------------------|---------------------|--------------|---------|-----------------|---------------|
| <b>Accessing information about pupil progress and performance</b> |                        |                              |                      |                     |              |         |                 |               |
| For teaching staff  | 10                     | 2                            | 2                    | 5                   | 10           | 10      | 42              | 20            |
| For management  | 8                      | 3                            | 2                    | 3                   | 10           | 12      | 42              | 20            |
| For pupils  | 3                      | 2                            | 0                    | 2                   | 7            | 13      | 50              | 23            |
| For parents   | 0                      | 0                            | 0                    | 2                   | 7            | 12      | 52              | 28            |
| <b>Repository of documents for learning and teaching</b>          |                        |                              |                      |                     |              |         |                 |               |
| Learning resources for learners                                   | 28                     | 7                            | 3                    | 8                   | 12           | 7       | 13              | 22            |
| Teaching software   | 23                     | 2                            | 7                    | 5                   | 13           | 10      | 20              | 20            |
| Lesson plans  | 20                     | 3                            | 2                    | 12                  | 10           | 8       | 25              | 20            |
| <b>Conducting online assessment</b>                               |                        |                              |                      |                     |              |         |                 |               |
| Assessment of learning  | 7                      | 0                            | 0                    | 8                   | 8            | 18      | 38              | 20            |
| Assessment for learning   | 5                      | 0                            | 0                    | 5                   | 10           | 20      | 38              | 22            |
| For hosting e-portfolios  | 5                      | 2                            | 0                    | 3                   | 7            | 22      | 37              | 25            |

| <b>Response</b>                                | <b>At least once a week %</b> | <b>About once every 2–3 weeks %</b> | <b>About once a month %</b> | <b>About once a term %</b> | <b>Less often %</b> | <b>Never %</b> | <b>Not available %</b> | <b>No response %</b> |
|--|-------------------------------|-------------------------------------|-----------------------------|----------------------------|---------------------|----------------|------------------------|----------------------|
| <b>For setting homework</b>                    |                               |                                     |                             |                            |                     |                |                        |                      |
| For pupils to store their work                 | 2                             | 3                                   | 0                           | 7                          | 8                   | 27             | 33                     | 20                   |
| To have dialogue with a pupil about their work | 0                             | 5                                   | 2                           | 2                          | 8                   | 27             | 33                     | 23                   |
| For pupils to share their work                 | 0                             | 5                                   | 0                           | 8                          | 7                   | 28             | 28                     | 23                   |
| <b>For Web 2.0-related activities</b>          |                               |                                     |                             |                            |                     |                |                        |                      |
| Social networking                              | 10                            | 7                                   | 5                           | 3                          | 12                  | 12             | 32                     | 20                   |
| Wikis, blogs, podcasting                       | 3                             | 3                                   | 0                           | 2                          | 5                   | 22             | 38                     | 27                   |
| <b>N = 60</b>                                  |                               |                                     |                             |                            |                     |                |                        |                      |

The highest proportion of ICT co-ordinator responses related to using learning platforms as repositories of documents for learning and teaching. Within this category, 40 per cent of respondents said they used learning platforms for learning resources for learners, just under a third used them for lesson plans, and a quarter used them for teaching software. Just under a quarter of respondents used learning platforms for storing pupils' work, and around a fifth reported using them for social networking.