

Harnessing Technology Schools Survey 2009

Data report – Part 1, descriptive analysis

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Table of contents

1 Introduction	3
Survey respondents: gender	4
Survey respondents: number of years of professional experience	5
Survey respondents: current role in school	7
Survey respondents: subjects taught	11
Survey respondents: key stages taught	12
2 Technological infrastructure	14
2.1 ICT equipment.....	14
2.2 ICT infrastructure.....	47
2.3 Connectivity.....	56
3 Management, leadership and administration	72
3.1 ICT strategy and leadership	72
3.2 Use of ICT for managing and monitoring.....	95
3.3 Communication and collaboration	100
3.4 ICT finance.....	105
3.5 ICT purchasing.....	109
4 Using technology for teaching and learning.....	123
4.1 Personalising learning	123
4.2 Learning platforms.....	123
4.3 Digital learning resources.....	155
4.4 Use of ICT resources in lessons to support learning	178
4.5 ICT in the curriculum	213
4.6 Assessment and reporting.....	214
5 Practitioners’ perceptions and continuing professional development	219
5.1 Attitudes towards ICT	219
5.2 Impact of ICT.....	232
5.3 Teachers’ effectiveness/e-confidence	246
5.4 Continuing professional development	280
6 Special themes	300
6.1 E-safety	300
6.2 ICT, home and remote access	308
6.3 Parental engagement.....	321

1 Introduction

This report is one of two volumes that set out the main findings from the Harnessing Technology Schools Survey 2009, a national survey of ICT in primary, secondary and special schools:

- The analysis report¹ presents detailed findings and analyses from the 2009 Harnessing Technology Schools Survey, and also discusses some of the implications of these findings.
- This document, the data report,² is a reference document which presents the data in tabular form for anyone who wants to examine the findings in depth, for example in relation to specific areas of technology or policy, or by school sector .

The National Foundation for Educational Research (NFER) carried out the survey, on behalf of Becta, in December 2008 and January 2009.

This data report sets out the findings from every question in each of the three surveys (for school leaders, ICT co-ordinators and teachers). The findings for each question are also set out by school sector – by primary, secondary and special school sub-samples.

The sample was checked against the population of schools in England to assess whether the responses are representative of the national picture. The special school sample was found to be representative; however, the primary school sample was found not to be representative in terms of achievement, and the secondary school sample was found not to be representative of achievement or school size. Consequently, weighting was applied to the data. All data presented in this volume from Section 2 onwards are weighted. The tables in Section 1 contain unweighted data.

¹ Rudd, P., Teeman, D., Marshall, H. et al. (2009). *Harnessing Technology Schools Survey 2009: Analysis report*. Coventry: Becta.

² Part 2 of the data report, available separately, presents explanations of, and the findings derived from, the following types of analysis: factor analyses, change over time, cross-tabulation, ANOVAs, correlations and regression analyses. A methodological appendix is also available separately, giving details of the sampling processes and the methodology of the project.

Survey respondents: gender

Table 1.1: Gender (senior leaders' question 1)

		%
Primary	Male	26
	Female	72
	No response	2
	N=222	
Secondary	Male	66
	Female	32
	No response	2
	N=157	
Special	Male	48
	Female	46
	No response	5
	N=170	

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 1.2: Gender (ICT co-ordinators' question 1)

		%
Primary	Male	26
	Female	72
	No response	2
	N=229	
Secondary	Male	73
	Female	23
	No response	3
	N=201	
Special	Male	42
	Female	55
	No response	3
	N=227	

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 1.3: Gender (teachers' question 1)

		%
Primary	Male	13
	Female	86
	No response	1
	N=519	
Secondary	Male	42
	Female	56
	No response	2
	N=695	
Special	Male	26
	Female	72
	No response	2
	N=442	

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Survey respondents: number of years of professional experience

Table 1.4: Years of professional experience (senior leaders' question 2)

		%
Primary	0–5 years	2
	6–10 years	11
	11–20 years	28
	21+ years	58
	No response	0
	N=222	
Secondary	0–5 years	3
	6–10 years	9
	11–20 years	32
	21+ years	57
	No response	0
	N=157	

		%
Special	0–5 years	1
	6–10 years	7
	11–20 years	24
	21+ years	66
	No response	2
	N=170	

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 1.5: Years of professional experience (ICT co-ordinators' question 2)

		%
Primary	0–5 years	21
	6–10 years	29
	11–20 years	25
	21+ years	24
	No response	1
	N=229	
Secondary	0–5 years	20
	6–10 years	30
	11–20 years	20
	21+ years	27
	No response	2
	N=201	
Special	0–5 years	14
	6–10 years	22
	11–20 years	26
	21+ years	35
	No response	2
	N=227	

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 1.6: Years of professional experience (teachers' question 2)

		%
Primary	0–5 years	26
	6–10 years	24
	11–20 years	25
	21+ years	23
	No response	1
	N=519	
Secondary	0–5 years	21
	6–10 years	23
	11–20 years	27
	21+ years	27
	No response	2
	N=695	
Special	0–5 years	13
	6–10 years	20
	11–20 years	27
	21+ years	37
	No response	2
	N=442	

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Survey respondents: current role in school

Table 1.7: Current role in school (senior leaders' question 3)

		%
Primary	Headteacher	77
	Deputy headteacher	9
	Assistant headteacher	3
	ICT co-ordinator	4
	ICT subject leader	1
	Other	5
	No response	1
	N=222	
Secondary	Headteacher	29

		%
	Deputy headteacher	22
	Assistant headteacher	36
	Bursar	1
	ICT co-ordinator	2
	Head of ICT	4
	ICT manager	1
	Other	3
	No response	1
	N=157	
Special	Headteacher	51
	Deputy headteacher	19
	Assistant headteacher	16
	Bursar	1
	ICT co-ordinator	2
	ICT subject leader	1
	Head of ICT	1
	Other	5
	No response	5
	N=170	

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 1.8: Current role in school (ICT co-ordinators' question 3)

		%
Primary	ICT co-ordinator	54
	ICT subject leader	21
	Head of ICT	1
	ICT manager	4
	ICT advisor	<1
	Headteacher	4
	Deputy headteacher	3
	Assistant headteacher	1
	Bursar	2
	Other	2
	No response	8
	N=229	
Secondary	ICT co-ordinator	23
	ICT subject leader	11
	Head of ICT	14
	ICT manager	30
	Deputy headteacher	1
	Assistant headteacher	6
	Other	5
	No response	7
	N=201	

		%
Special	ICT co-ordinator	42
	ICT subject leader	11
	Head of ICT	5
	ICT manager	13
	ICT advisor	<1
	Headteacher	1
	Deputy headteacher	6
	Assistant headteacher	4
	Bursar	1
	Other	6
	No response	10
	N=227	

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 1.9: Current role in school (teachers' question 5)

		%
Primary	Department head	3
	Subject co-ordinator	24
	Class teacher	59
	SENCO	3
	Other	9
	No response	2
		N=519
Secondary	Department head	53
	Subject co-ordinator	16
	Class teacher	22
	SENCO	1
	Other	7
	No response	1
		N=695

		%
Special	Department head	15
	Subject co-ordinator	31
	Class teacher	38
	SENCO	1
	Other	13
	No response	2
	N=442	

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Survey respondents: subjects taught

Table 1.10: Subjects taught (teachers' question 3)

		%
Primary	Maths/numeracy	6
	English/literacy	5
	Science	4
	Modern foreign languages	<1
	Geography	1
	Music	1
	Other	11
	Multiple subjects	69
	No response	4
	N=519	
Secondary	Maths/numeracy	11
	English/literacy	8
	Science	11
	Modern foreign languages	7
	Geography	6
	Music	2
	Other	35
	Multiple subjects	18
	No response	2
	N=695	

		%
Special	Maths/numeracy	7
	English/literacy	7
	Science	7
	Modern foreign languages	<1
	Geography	<1
	Music	1
	Other	16
	Multiple subjects	59
	No response	3
	N=442	

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Survey respondents: key stages taught

Table 1.11: Key stages taught (teachers' question 4)

		%
Primary	Foundation Stage	18
	Key Stage 1	36
	Key Stage 2	46
	No response	1
	N=519	
Secondary	Key Stage 2	8
	Key Stage 3	40
	Key Stage 4	33
	Post-16	19
	No response	1
	N=695	

Special	Foundation Stage	5
	Key Stage 1	9
	Key Stage 2	17
	Key Stage 3	30
	Key Stage 4	27
	Post-16	10
	No response	1
	N=442	

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

Source: NFER Harnessing Technology teachers survey 2009.

2 Technological infrastructure

2.1 ICT equipment

Table 2.1.1: Confidence that teaching staff can access equipment – networked desktop computers (senior leaders' question 25A)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	65	66	64	66
Confident	25	26	27	23
Not very confident	3	3	4	4
Not at all confident	1	0	3	1
We do not have access to this	3	5	1	4
No response	2	2	2	3
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 2.1.2: Confidence that teaching staff can access equipment – networked laptop computers (senior leaders' question 25B)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	54	59	46	54
Confident	27	23	37	22
Not very confident	5	3	7	5
Not at all confident	2	0	4	2
We do not have access to this	10	11	4	12
Not sure	<1	<1	0	0
No response	3	3	2	4
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 2.1.3: Confidence that teaching staff can access equipment – interactive whiteboards (senior leaders' question 25C)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	68	77	58	64
Confident	25	20	29	28
Not very confident	4	2	9	2
Not at all confident	<1	<1	<1	1
We do not have access to this	1	<1	1	2
Not sure	<1	0	0	1
No response	2	<1	2	3
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 2.1.4: Confidence that teaching staff can access equipment – digital projectors (senior leaders' question 25D)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	62	64	70	52
Confident	27	26	20	33
Not very confident	6	4	7	6
Not at all confident	1	1	0	2
We do not have access to this	2	3	1	2
Not sure	1	1	0	1
No response	2	1	2	3
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 2.1.5: Confidence that teaching staff can access equipment when they need to – handheld computers (senior leaders' question 25E)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	4	4	4	3
Confident	9	5	15	8
Not very confident	10	7	16	9
Not at all confident	5	5	6	6
We do not have access to this	61	66	51	64
Not sure	4	5	4	2
No response	7	8	3	8
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 2.1.6: Confidence that teaching staff can access equipment – digital video and camera equipment (senior leaders' question 25F)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	32	37	21	36
Confident	48	40	57	49
Not very confident	13	16	15	9
Not at all confident	2	2	3	1
We do not have access to this	1	2	0	1
Not sure	<1	0	1	0
No response	3	3	2	4
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 2.1.7: Confidence that teaching staff can access equipment – specialist subject equipment (senior leaders’ question 25G)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	13	8	20	12
Confident	31	20	51	28
Not very confident	18	25	14	14
Not at all confident	6	7	5	6
We do not have access to this	22	30	4	28
Not sure	5	5	3	6
No response	4	4	2	6
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 2.1.8: Confidence that teaching staff can access equipment – mobile phones/smartphones (senior leaders’ question 25H)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	25	32	14	26
Confident	22	18	24	24
Not very confident	5	2	10	5
Not at all confident	3	1	4	3
We do not have access to this	39	43	39	35
Not sure	2	0	5	3
No response	4	3	3	5
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 2.1.9: Number of desktop computers available for learners (ICT coordinators’ question 4)

Response	All respondents		Primary		Secondary		Special	
	Mean	N	Mean	N	Mean	N	Mean	N

Desktop computers – networked	104.9	580	31.0	204	271.2	174	36.0	202
Desktop computers – not networked	3.7	351	4.1	127	3.2	103	3.9	121
Laptops	31.8	479	14.2	161	71.1	157	11.2	161
Handheld computers	2.0	340	1.5	116	3.9	107	0.6	117

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.10: Number of desktop computers available for teachers (ICT co-ordinators' question 4)

Response	All respondents		Primary		Secondary		Special	
	Mean	N	Mean	N	Mean	N	Mean	N
Desktop computers – networked	38.6	505	12.9	162	88.0	165	16.4	178
Desktop computers – not networked	1.7	296	1.9	109	1.3	93	1.9	94
Laptops	30.2	574	11.7	207	69.6	166	16.6	201
Handheld computers	2.0	371	0.3	122	5.0	125	0.5	124

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.11: Confidence that staff are able to access equipment – networked desktop computers (ICT co-ordinators' question 5A)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	62	63	65	59
Confident	32	30	32	34
Not very confident	2	2	1	2
Not at all confident	<1	0	<1	0
Do not have access	3	4	1	4
Not sure	<1	0	0	<1
No response	1	1	1	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.12: Confidence that staff are able to access equipment – networked laptop computers (ICT co-ordinators' question 5B)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	45	45	52	39
Confident	35	34	32	39
Not very confident	6	4	8	6
Not at all confident	2	1	3	<1
Do not have access	9	12	4	11
Not sure	<1	1	<1	0
No response	2	2	1	4
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.13: Confidence that staff are able to access equipment – interactive whiteboards (ICT co-ordinators' question 5C)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	55	62	51	51
Confident	37	34	38	39
Not very confident	6	3	8	7
Not at all confident	1	1	1	<1
Do not have access	1	1	0	2
Not sure	<1	0	1	0
No response	<1	0	1	<1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.14: Confidence that staff are able to access equipment – digital projectors (ICT co-ordinators' question 5D)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	48	43	62	42
Confident	38	40	34	40
Not very confident	7	7	3	12
Not at all confident	1	2	<1	1
Do not have access	4	7	0	4
Not sure	<1	1	0	0
No response	1	1	<1	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.15: Confidence that staff are able to access equipment – handheld computers (ICT co-ordinators' question 5E)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	2	1	5	1
Confident	7	3	12	6
Not very confident	8	6	14	6
Not at all confident	6	2	10	5
Do not have access	67	78	53	68
Not sure	3	2	3	5
No response	7	8	3	8
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.16: Confidence that staff are able to access equipment – digital video and camera (ICT co-ordinators' question 5F)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	23	21	21	27
Confident	51	52	53	48
Not very confident	19	19	19	18
Not at all confident	4	4	4	5
Do not have access	1	1	1	<1
Not sure	1	2	2	<1
No response	1	1	<1	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.17: Confidence that staff are able to access equipment – specialist subject equipment (ICT co-ordinators' question 5G)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	8	6	15	5
Confident	28	21	47	20
Not very confident	22	25	20	20
Not at all confident	9	10	5	11
Do not have access	23	30	6	30
Not sure	5	4	6	7
No response	5	5	1	7
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.18: Confidence that staff are able to access equipment-Mobile phones (ICT co-ordinators' question 5H)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	9	8	5	15
Confident	16	12	17	20
Not very confident	7	4	12	6
Not at all confident	2	1	4	3
Do not have access	53	63	51	45
Not sure	6	6	8	4
No response	6	7	4	8
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.19: Confidence that staff are able to access equipment – other (ICT co-ordinators' question 5I)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	2	3	1	3
Confident	4	2	4	6
Not very confident	1	1	1	1
Do not have access	5	5	5	5
Not sure	2	2	3	1
No response	86	87	87	83
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.20: Confidence that staff are able to access equipment – other (ICT co-ordinator question 5)

Response	All respondents %	Primary %	Secondary %	Special %
Switch access devices/switches	5	0	0	13
Visualisers	10	14	14	5
Communication aids/communicators	5	0	0	13
Digital microphone/voice recorder	1	3	0	0
Access technology for SEN	1	0	0	3
Sensory equipment	1	0	0	3
Interactive/touch-screen plasma board/display	4	0	0	11
Voting/response systems	3	0	12	0
MP3 recorders	3	10	0	0
Video phones	1	0	0	3
CAD/CAM equipment	2	0	0	5

Response	All respondents %	Primary %	Secondary %	Special %
Digital microscope	1	0	0	3
Control equipment	1	0	0	3
Roamers	2	7	0	0
Bee-Bots	3	7	0	3
Not relevant/uncodeable comment	2	3	0	3
No response	57	63	74	42
N	93	29	26	38

A multiple-response item.

More than one answer could be given, so percentages may sum to more than 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

**Table 2.1.21: Number of devices available for teaching and learning-
Graphic tablets (ICT co-ordinators' question 6A)**

Response	All respondents %	Primary %	Secondary %	Special %
None	67	86	38	71
Between 1 and 5	22	9	38	22
Between 6 and 10	5	1	12	2
Between 11 and 20	2	<1	8	0
Between 21 and 40	1	0	2	<1
No response	3	4	3	4
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.22: Number of devices available for teaching and learning – individual voting pads (ICT co-ordinators' question 6B)

Response	All respondents %	Primary %	Secondary %	Special %
None	70	84	38	83
Between 1 and 5	4	1	11	2
Between 6 and 10	1	<1	2	2
Between 11 and 20	3	2	6	4
Between 21 and 40	12	10	23	5
Between 41 and 60	4	1	13	0
61 or more	2	1	5	<1
No response	3	2	3	4
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.23: Number of devices available for teaching and learning – multimedia/data projectors (ICT co-ordinators' question 6C)

Response	All respondents %	Primary %	Secondary %	Special %
None	7	14	1	6
Between 1 and 5	17	22	1	25
Between 6 and 10	20	28	3	26
Between 11 and 20	24	29	7	34
Between 21 and 40	12	4	29	5
Between 41 and 60	9	0	32	0
61 or more	7	0	22	0
No response	4	4	4	4
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.24: Number of devices available for teaching and learning – interactive whiteboards (ICT co-ordinators' question 6D)

Response	All respondents %	Primary %	Secondary %	Special %
None	1	1	0	<1
Between 1 and 5	14	19	2	18
Between 6 and 10	31	43	10	36
Between 11 and 20	31	32	23	38
Between 21 and 40	11	4	26	6
Between 41 and 60	7	0	22	0
61 or more	4	0	15	0
No response	1	0	2	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.25: Number of devices available for teaching and learning – digital audio players (ICT co-ordinators' question 6E)

Response	All respondents %	Primary %	Secondary %	Special %
None	62	77	46	61
Between 1 and 5	23	13	33	26
Between 6 and 10	7	5	10	5
Between 11 and 20	4	3	5	4
Between 21 and 40	1	<1	1	1
61 or more	<1	0	1	0
No response	3	2	4	4
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.26: Number of devices available for teaching and learning – digital multimedia microscopes (ICT co-ordinators' question 6F)

Response	All respondents %	Primary %	Secondary %	Special %
None	23	19	28	23
Between 1 and 5	67	74	57	70
Between 6 and 10	6	4	9	4
Between 11 and 20	1	1	2	1
Between 21 and 40	<1	1	<1	0
No response	3	2	4	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.27: Number of devices available for teaching and learning – location devices (ICT co-ordinators' question 6G)

Response	All respondents %	Primary %	Secondary %	Special %
None	86	94	84	81
Between 1 and 5	7	2	9	11
Between 6 and 10	<1	0	1	0
Between 11 and 20	<1	0	0	<1
Between 21 and 40	<1	0	1	0
Between 41 and 60	<1	1	1	0
No response	5	4	5	7
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.28: Number of devices available for teaching and learning – digital still cameras (ICT co-ordinators' question 6H)

Response	All respondents %	Primary %	Secondary %	Special %
None	1	<1	3	0
Between 1 and 5	24	35	17	17
Between 6 and 10	36	40	31	35
Between 11 and 20	30	20	30	39
Between 21 and 40	8	3	13	8
Between 41 and 60	<1	<1	1	0
61 or more	1	0	3	0
No response	1	1	2	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.29: Number of devices available for teaching and learning – digital video cameras (ICT co-ordinators' question 6I)

Response	All respondents %	Primary %	Secondary %	Special %
None	8	17	2	5
Between 1 and 5	59	62	40	73
Between 6 and 10	19	14	33	13
Between 11 and 20	10	5	20	7
Between 21 and 40	1	1	2	1
61 or more	<1	0	1	0
No response	1	1	1	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.30: Number of devices available for teaching and learning – data loggers (ICT co-ordinators' question 6J)

Response	All respondents %	Primary %	Secondary %	Special %
None	38	40	15	56
Between 1 and 5	42	50	39	36
Between 6 and 10	10	7	21	4
Between 11 and 20	5	1	17	0
Between 21 and 40	1	<1	4	0
Between 41 and 60	<1	0	1	0
No response	3	2	3	4
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.31: Number of devices available for teaching and learning – smartphones (ICT co-ordinators' question 6K)

Response	All respondents %	Primary %	Secondary %	Special %
None	94	98	89	93
Between 1 and 5	3	<1	6	3
Between 6 and 10	1	0	1	1
Between 11 and 20	<1	0	<1	0
Between 41 and 60	<1	0	1	0
No response	3	2	3	4
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.32 Number of devices available for teaching and learning – video-conferencing equipment (ICT co-ordinators' question 6L)

Response	All respondents %	Primary %	Secondary %	Special %
None	71	84	54	73
Between 1 and 5	26	14	44	22
Between 6 and 10	<1	0	<1	0
Between 11 and 20	1	0	0	2
Between 21 and 40	<1	1	0	<1
No response	2	1	2	4
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.33: Number of devices available for teaching and learning – other (ICT co-ordinators' question 6M)

Response	All respondents %	Primary %	Secondary %	Special %
None	11	11	8	12
Between 1 and 5	4	2	4	4
Between 6 and 10	1	1	1	1
Between 11 and 20	1	1	1	2
Between 21 and 40	1	<1	0	1
61 or more	<1	0	0	<1
No response	83	84	86	79
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.34: Number of devices available for teaching and learning – other device (ICT co-ordinators' question 6CODE1)

Response	All respondents %	Primary %	Secondary %	Special %
Switch access devices/switches	3	0	0	3
Visualisers	7	3	4	1
Communication aids/communicators	2	0	0	2
Digital microphone/voice recorder	5	2	2	1
Smart wheelchairs	1	0	0	1
Alternative mice/keyboards	1	0	0	1
Interactive/touch screen plasma board/display	7	0	0	7
Handheld computers/PDAs	1	1	0	0
MP3 recorders	2	2	0	0
Airliners/interactive wall convertors	1	0	1	0
CAD/CAM equipment	2	0	1	1
Video games equipment	1	0	0	1
AlphaSmarts	2	1	1	0
Sympodium	1	1	0	0
Control equipment	1	1	0	0
Pixie robot	1	1	0	0
Light beams	1	0	0	1
Sound studio	2	0	2	0
Not relevant/uncodeable comment	1	0	0	1
No response	70	26	17	27
N	110	37	26	47

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.35: Number of assistive technology devices available to support SEN – physical access (ICT co-ordinators' question 7A)

Response	All respondents %	Primary %	Secondary %	Special %
None	38	59	36	19
Between 1 and 5	35	36	47	23
Between 6 and 10	6	2	8	10
Between 11 and 20	8	2	3	19
Between 21 and 40	5	0	<1	15
Between 41 and 60	3	0	2	6
61 or more	3	0	0	8
No response	2	1	3	<1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.36: Number of assistive technology devices available to support SEN – sensory access (ICT co-ordinators' question 7B)

Response	All respondents %	Primary %	Secondary %	Special %
None	37	59	30	23
Between 1 and 5	43	34	56	42
Between 6 and 10	8	3	5	14
Between 11 and 20	5	2	3	10
Between 21 and 40	3	1	<1	7
Between 41 and 60	1	<1	3	<1
61 or more	1	0	1	4
No response	1	1	2	<1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.37: Number of assistive technology devices available to support SEN – cognitive access (ICT co-ordinators' question 7C)

Response	All respondents %	Primary %	Secondary %	Special %
None	60	80	51	48
Between 1 and 5	29	18	39	32
Between 6 and 10	4	1	3	8
Between 11 and 20	3	1	3	5
Between 21 and 40	1	<1	<1	1
Between 41 and 60	<1	0	0	1
61 or more	1	0	0	3
No response	2	1	3	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.38: Confidence assistive technology devices are available when needed – physical access (ICT co-ordinators' question 8A)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	19	5	13	39
Confident	29	23	30	34
Not very confident	12	12	16	8
Not at all confident	8	12	8	2
Not needed in my school	24	37	21	13
Not sure	6	7	9	1
No response	3	3	3	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.39: Confidence assistive technology devices available when needed – sensory access (ICT co-ordinators' question 8B)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	16	6	19	25
Confident	28	20	29	35
Not very confident	16	16	16	15
Not at all confident	8	10	8	5
Not needed in my school	22	35	16	15
Not sure	7	9	9	3
No response	3	5	3	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.40: Confidence assistive technology devices available when needed – cognitive access (ICT co-ordinators' question 8C)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	12	4	10	21
Confident	16	10	22	18
Not very confident	18	16	19	18
Not at all confident	12	14	12	10
Not needed in my school	30	41	23	26
Not sure	8	10	10	4
No response	4	4	4	4
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.41: Extent to which operating systems are installed on client devices – Apple/Mac OS X (ICT co-ordinators' question 9A)

Response	All respondents %	Primary %	Secondary %	Special %
All devices	1	1	<1	0
Most devices	1	<1	<1	1
Some devices	17	4	39	12
No devices	44	51	34	44
Not sure	1	2	1	<1
No response	37	41	25	43
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.42: Extent to which operating systems are installed on client devices – Apple/Mac OS 9 (ICT co-ordinators' question 9B)

Response	All respondents %	Primary %	Secondary %	Special %
Some devices	4	1	10	2
No devices	52	52	53	49
Not sure	2	3	3	1
No response	42	44	34	48
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.43: Extent to which operating systems are installed on client devices – Apple/Mac Other (ICT co-ordinators' question 9C)

Response	All respondents %	Primary %	Secondary %	Special %
Some devices	4	2	9	3
No devices	51	53	53	48
Not sure	2	2	4	1
No response	42	43	35	47
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.44: Extent to which operating systems are installed on client devices – Linux Red Hat (ICT co-ordinators' question 9D)

Response	All respondents %	Primary %	Secondary %	Special %
All devices	<1	0	<1	0
Some devices	3	0	8	1
No devices	52	53	54	49
Not sure	2	3	2	2
No response	43	45	35	48
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.45: Extent to which operating systems are installed on client devices – Linux Ubuntu (ICT co-ordinators' question 9E)

Response	All respondents %	Primary %	Secondary %	Special %
All devices	<1	0	0	1
Most devices	<1	0	1	0
Some devices	5	<1	11	3
No devices	50	52	52	47
Not sure	3	3	3	2
No response	42	44	32	48
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.46: Extent to which operating systems are installed on client devices – Linux Suse (ICT co-ordinators' question 9F)

Response	All respondents %	Primary %	Secondary %	Special %
Most devices	<1	0	<1	0
Some devices	<1	0	1	0
No devices	53	52	59	50
Not sure	2	3	2	2
No response	44	45	37	48
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Tables 2.1.47: Extent to which operating systems are installed on client devices – Linux Xandros (ICT co-ordinators' question 9G)

Response	All respondents %	Primary %	Secondary %	Special %
All devices	<1	0	1	0
Some devices	<1	0	1	0
No devices	53	53	58	50
Not sure	2	3	2	2
No response	44	44	37	48
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.48: Extent to which operating systems are installed on client devices – Linux Debian (ICT co-ordinators' question 9H)

Response	All respondents %	Primary %	Secondary %	Special %
Some devices	1	0	2	0
No devices	53	53	58	50
Not sure	2	3	2	1
No response	44	44	38	49
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.49: Extent to which operating systems are installed on client devices – Linux other (ICT co-ordinators' question 9I)

Response	All respondents %	Primary %	Secondary %	Special %
All devices	<1	<1	0	0
Most devices	<1	0	<1	0
Some devices	5	2	9	4
No devices	50	50	53	46
Not sure	2	3	2	2
No response	43	44	35	48
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.50: Extent to which operating systems are installed on client devices – Windows NT (ICT co-ordinators' question 9J)

Response	All respondents %	Primary %	Secondary %	Special %
All devices	1	1	1	1
Most devices	1	1	2	1
Some devices	6	5	5	7
No devices	45	42	54	40
Not sure	3	6	2	2
No response	44	45	36	49
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.51: Extent to which operating systems are installed on client devices – Windows 2000 (ICT co-ordinators' question 9K)

Response	All respondents %	Primary %	Secondary %	Special %
All devices	3	5	1	2
Most devices	4	6	1	4
Some devices	19	25	17	16
No devices	35	29	44	33
Not sure	2	2	1	1
No response	38	33	36	44
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.52: Extent to which operating systems are installed on client devices – Windows XP (ICT co-ordinators' question 9L)

Response	All respondents %	Primary %	Secondary %	Special %
All devices	46	46	41	51
Most devices	42	38	52	37
Some devices	7	9	3	8
No devices	1	2	1	<1
Not sure	1	1	1	<1
No response	3	5	2	3
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.53: Extent to which operating systems are installed on client devices – Windows Vista (ICT co-ordinators' question 9M)

Response	All respondents %	Primary %	Secondary %	Special %
All devices	<1	<1	<1	0
Most devices	1	1	3	1
Some devices	28	21	34	30
No devices	34	36	37	30
Not sure	2	2	1	2
No response	35	40	25	37
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.54: Extent to which operating systems are installed on client devices – Windows Other (ICT co-ordinators' question 9N)

Response	All respondents %	Primary %	Secondary %	Special %
All devices	1	1	1	<1
Most devices	1	2	1	0
Some devices	13	12	15	11
No devices	38	34	45	37
Not sure	4	6	3	2
No response	44	45	35	50
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.55: Extent to which operating systems installed on client devices – Other (ICT co-ordinators' question 90)

Response	All respondents %	Primary %	Secondary %	Special %
Some devices	1	1	1	<1
No devices	15	9	20	16
Not sure	1	1	1	1
No response	84	89	79	82
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.56: Extent to which operating systems installed on client devices – other (ICT co-ordinator question 9CODE1)

Response	All respondents %	Primary %	Secondary %	Special %
Windows Server 2003	2	0	2	0
Windows Server 2008	2	0	2	0
Server 2003	2	1	1	0
Dynavox	1	0	0	1
No response	99	23	37	39
N	106	25	41	40

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.1.57: Confidence that can access equipment when they need to – networked desktop computers (teachers' question 13A)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	49	54	45	51
Confident	34	34	30	38
Not very confident	8	4	15	3
Not at all confident	4	<1	8	2
Do not have access to this	3	6	1	4
Not sure	<1	1	<1	<1
No response	1	1	1	1
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.1.58: Confidence that can access equipment when they need to – networked laptop computers (teachers' question 13B)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	36	42	32	35
Confident	31	33	27	33
Not very confident	10	7	13	7
Not at all confident	5	1	9	3
Do not have access to this	15	14	14	18
Not sure	2	2	2	2
No response	2	1	2	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.1.59: Confidence that can access equipment when they need to – interactive whiteboards (teachers' question 13C)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	56	67	51	52
Confident	28	27	25	33
Not very confident	7	4	10	8
Not at all confident	3	1	5	2
Do not have access to this	4	1	8	3
Not sure	<1	0	<1	<1
No response	1	0	2	1
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.1.60: Confidence that can access equipment when they need to – digital projectors (teachers' question 13D)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	49	41	63	39
Confident	29	31	25	31
Not very confident	9	13	5	12
Not at all confident	3	4	1	4
Do not have access to this	6	8	2	8
Not sure	3	3	1	4
No response	1	1	1	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.1.61: Confidence that can access equipment when they need to – handheld computers (teachers' question 13E)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	4	2	4	5
Confident	6	7	6	6
Not very confident	13	14	13	14
Not at all confident	9	6	11	8
Do not have access to this	58	61	57	54
Not sure	7	8	7	8
No response	3	3	2	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.1.62: Confidence that can access equipment when they need to – digital video and camera (teachers' question 13F)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	22	23	19	26
Confident	43	46	40	43
Not very confident	20	22	19	18
Not at all confident	9	5	13	7
Do not have access to this	4	2	5	3
Not sure	2	1	3	1
No response	1	1	2	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.1.63: Confidence that can access equipment when they need to – specialist subject equipment (teachers' question 13G)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	7	5	9	6
Confident	15	12	17	16
Not very confident	19	25	14	20
Not at all confident	13	15	12	13
Do not have access to this	31	31	30	33
Not sure	13	12	16	9
No response	2	1	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.1.64: Confidence that can access equipment when they need to – mobile phones (teachers' question 13H)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	13	15	7	19
Confident	18	16	15	23
Not very confident	9	8	8	10
Not at all confident	6	3	9	4
Do not have access to this	45	50	46	36
Not sure	8	6	12	5
No response	2	1	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.1.65: Confidence that the following assistive technology devices are available to support SEN when needed – support physical access (teachers' question 14A)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	8	2	3	23
Confident	17	12	10	32
Not very confident	18	19	18	17
Not at all confident	17	15	23	11
Not needed	19	31	14	10
Not sure	19	19	30	4
No response	2	2	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.1.66: Confidence that the following assistive technology devices are available to support SEN when needed – support sensory access (teachers' question 14B)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	5	1	2	12
Confident	14	9	13	23
Not very confident	21	20	18	25
Not at all confident	20	16	24	17
Not needed	20	34	13	13
Not sure	19	18	29	7
No response	2	2	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.1.67: Confidence that the following assistive technology devices are available to support SEN when needed – support cognitive access (teachers' question 14C)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	3	<1	2	9
Confident	10	7	8	19
Not very confident	21	19	19	26
Not at all confident	23	20	27	21
Not needed	18	32	11	12
Not sure	23	21	32	10
No response	2	2	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

2.2 ICT infrastructure

Table 2.2.1: Type of network the school has and who can access it – learners (ICT co-ordinators' question 10A)

Response	All respondents %	Primary %	Secondary %	Special %
Entirely wireless	4	6	2	4
Both wireless and wired	59	48	74	56
Entirely wired	35	44	24	37
No response	2	3	<1	4
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.2.2: Type of network the school has and who can access it – teaching staff (ICT co-ordinators' question 10B)

Response	All respondents %	Primary %	Secondary %	Special %
Entirely wireless	3	6	2	2
Both wireless and wired	64	53	82	59
Entirely wired	29	39	13	33
No response	4	2	3	6
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.2.3: Type of network the school has and who can access it – management (ICT co-ordinators' question 10C)

Response	All respondents %	Primary %	Secondary %	Special %
Entirely wireless	3	5	1	2
Both wireless and wired	55	42	74	51
Entirely wired	37	47	19	41
No response	6	6	5	7
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.2.4: Speed at which the network is rated – backbone (ICT co-ordinators' question 11A)

Response	All respondents %	Primary %	Secondary %	Special %
10 Mbps	6	9	2	6
100 Mbps	25	27	14	31
1 Gbps	32	13	62	26
Over 1 Gbps	8	4	16	6
No response	29	47	6	31
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.2.5: Speed at which the network is rated – connection to client devices (ICT co-ordinators' question 11B)

Response	All respondents %	Primary %	Secondary %	Special %
10 Mbps	6	6	3	10
100 Mbps	51	37	74	46
1 Gbps	10	8	14	9
Over 1 Gbps	2	2	<1	4
No response	30	47	9	32
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.2.6: Person with main responsibility for maintenance and support of the school's network(s) (ICT co-ordinators' question 12)

Response	All respondents %	Primary %	Secondary %	Special %
A teacher/ICT co-ordinator	16	30	1	15
A dedicated school-based ICT technician	44	13	82	43
ICT technician shared with another school	11	18	3	10
ICT technician loaned from another school	2	4	0	2
Local authority support service	12	19	1	14
An ICT supplier	6	10	1	7
Other	8	6	12	7
No response	1	<1	0	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.2.7: Person with main responsibility for maintenance and support of the school's network(s) – other (ICT co-ordinators' question 12CODE1)

Response	All respondents %	Primary %	Secondary %	Special %
ICT network manager	14	0	10	4
ICT technician (freelance/independent/volunteer)	13	6	1	6
Dedicated ICT support team	9	0	9	0
ICT teacher assistant	1	1	0	0
Bought-in ICT specialist	1	0	0	1
Learning resource manager	1	0	1	0
Deputy headteacher	1	0	0	1

Response	All respondents %	Primary %	Secondary %	Special %
Managed service provider	5	1	2	2
NGfL	1	0	0	1
Local city learning centre	1	1	0	0
Higher level teaching assistant	1	1	0	0
Teaching assistant	3	3	0	0
Classroom support assistant	1	0	0	1
Admin officer	2	1	0	1
Other relevant/vague comment	1	1	0	0
N	53	14	22	17

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.2.8: Type of firewall(s) used by schools (ICT co-ordinators' question 13)

Response	All respondents %	Primary %	Secondary %	Special %
School managed software firewall	18	9	33	14
School managed firewall built into switch/router	8	5	13	7
Local authority managed firewall	68	69	65	70
Regional broadband consortium managed firewall	22	17	34	17
Internet service provider managed firewall	11	7	15	11
ICT supplier managed firewall	5	5	3	5
None – no firewall in place	<1	0	<1	0

Response	All respondents %	Primary %	Secondary %	Special %
No response	3	4	2	4
N	650	229	193	227

A multiple-response item.

More than one answer could be given, so percentages may sum to more than 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.2.9: Number of technical support staff employed (ICT co-ordinators' question 21)

Response	All respondents %	Primary %	Secondary %	Special %
1	57	73	13	78
2–3	24	7	57	14
4–5	7	<1	22	0
6–10	2	<1	5	0
11+	1	1	1	0
No response	10	18	1	8
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.2.10: Extent to which the school provides technicians to other institutions – for data management/MIS support (ICT co-ordinators' question 22A)

Response	All respondents %	Primary %	Secondary %	Special %
Often	2	<1	5	1
Sometimes	2	2	3	1
Occasionally	7	1	15	5
Never	55	49	56	62
Not applicable	29	41	15	29
Do not know	3	4	3	1
No response	2	3	2	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.2.11: Extent to which school provides technicians to other institutions – for network support (ICT co-ordinators' question 22B)

Response	All respondents %	Primary %	Secondary %	Special %
Often	4	1	10	1
Sometimes	3	1	6	3
Occasionally	9	3	22	6
Never	51	48	46	58
Not applicable	28	41	12	29
Do not know	3	4	3	1
No response	2	3	1	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.2.12: Extent to which the school provides technicians to other institutions – for computing support (ICT co-ordinators' question 22C)

Response	All respondents %	Primary %	Secondary %	Special %
Often	3	1	9	1
Sometimes	4	2	7	3
Occasionally	11	4	23	8
Never	50	47	45	57
Not applicable	28	40	12	29
Do not know	2	3	3	1
No response	2	3	1	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.2.13: Extent to which the school provides technicians to other institutions – for use of learning platform (ICT co-ordinators' question 22D)

Response	All respondents %	Primary %	Secondary %	Special %
Often	1	<1	3	<1
Sometimes	2	2	4	1

Occasionally	6	1	15	4
Never	55	48	56	61
Not applicable	30	42	16	30
Do not know	3	4	3	1
No response	2	3	3	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.2.14: Extent to which problems with the school's network are dealt with before causing disruption to work (teachers' question 19A)

Response	All respondents %	Primary %	Secondary %	Special %
Nearly always	18	13	21	20
Most of the time	36	34	37	39
Sometimes	28	30	28	26
Rarely	9	11	9	8
Never	3	5	1	2
No problems	3	4	3	2
No response	2	2	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.2.15: Extent to which problems with the school's internet connection are dealt with before causing disruption to work (teachers' question 19B)

Response	All respondents %	Primary %	Secondary %	Special %
Nearly always	16	14	18	17
Most of the time	36	34	36	36
Sometimes	33	33	32	35
Rarely	11	13	10	9
Never	2	4	1	2
No problems	1	1	1	<1
No response	1	1	1	2

N	1,616	519	655	442
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Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.2.16: Extent to which problems with computers used by pupils are dealt with before causing disruption to work (teachers' question 19C)

Response	All respondents %	Primary %	Secondary %	Special %
Nearly always	14	12	15	16
Most of the time	38	37	38	41
Sometimes	31	33	31	29
Rarely	12	13	12	10
Never	2	3	1	1
No problems	1	1	1	1
No response	1	1	2	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.2.17: Extent to which problems with interactive whiteboards are dealt with before causing disruption to work (teachers' question 19D)

Response	All respondents %	Primary %	Secondary %	Special %
Nearly always	18	14	22	18
Most of the time	35	39	30	37
Sometimes	25	26	23	27
Rarely	11	13	10	10
Never	3	4	3	1
No problems	4	2	7	2
No response	4	2	6	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.2.18: Extent to which problems with printers are dealt with before causing disruption to work (teachers' question 19E)

Response	All respondents %	Primary %	Secondary %	Special %
Nearly always	16	12	18	17
Most of the time	35	36	35	37
Sometimes	31	33	31	30
Rarely	13	14	12	12
Never	3	4	2	3
No problems	1	<1	1	<1
No response	1	1	1	1
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

2.3 Connectivity

Table 2.3.1: Rating of school's internet connection – speed (ICT co-ordinators' question 14A)

Response	All respondents %	Primary %	Secondary %	Special %
Very fast	13	12	17	10
Quite fast	71	73	71	69
Quite slow	14	12	10	19
Very slow	1	2	1	<1
No response	1	1	0	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.3.2: Rating of school's internet connection – performance (ICT co-ordinators' question 14B)

Response	All respondents %	Primary %	Secondary %	Special %
Very good	16	16	18	14
Good	73	72	70	76
Poor	9	9	10	8
Very poor	1	1	3	0
No response	1	1	0	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.3.3: Rating of school's Internet connection – reliability (ICT co-ordinators' question 14C)

Response	All respondents %	Primary %	Secondary %	Special %
Very reliable	25	23	30	23
Quite reliable	64	62	59	69
Not very reliable	10	12	10	8
Not at all reliable	<1	1	0	0
No response	1	2	0	<1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.3.4: Extent of remote access to school resources – for senior leadership team (ICT co-ordinators' question 15A)

Response	All respondents %	Primary %	Secondary %	Special %
For all material	14	9	21	12
For some material	30	24	41	26
For very little material	12	13	9	15
For nothing	13	15	9	14
Such access not available/not applicable	23	26	14	26
Not sure	5	7	1	6
No response	4	6	3	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.3.5: Extent of remote access to school resources – for teaching staff (ICT co-ordinators' question 15B)

Response	All respondents %	Primary %	Secondary %	Special %
For all material	10	6	18	8
For some material	33	27	45	27
For very little material	13	13	11	14
For nothing	13	16	8	16
Such access not available/not applicable	25	27	15	31
Not sure	3	5	1	2
No response	3	5	2	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.3.6: Extent of remote access to school resources – for teacher support staff (ICT co-ordinators' question 15C)

Response	All respondents %	Primary %	Secondary %	Special %
For all material	8	3	15	7
For some material	27	21	39	22
For very little material	14	15	12	15
For nothing	17	20	12	19
Such access not available/not applicable	27	30	16	33
Not sure	3	5	1	2
No response	4	5	4	3
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.3.7: Extent of remote access to school resources – for other school staff (ICT co-ordinators' question 15D)

Response	All respondents %	Primary %	Secondary %	Special %
For all material	7	4	14	3
For some material	22	16	35	18
For very little material	14	13	13	15
For nothing	20	23	13	21
Such access not available/not applicable	28	30	17	34
Not sure	4	6	1	4
No response	6	7	7	4
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.3.8: Extent of remote access to school resources – for learners (ICT co-ordinators' question 15E)

Response	All respondents %	Primary %	Secondary %	Special %
For all material	4	2	9	2
For some material	26	18	46	17
For very little material	13	15	13	12
For nothing	21	24	11	26
Such access not available/not applicable	28	30	16	37
Not sure	3	6	1	2
No response	4	6	4	3
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.3.9: Extent of remote access to school resources – for parents (ICT co-ordinators' question 15F)

Response	All respondents %	Primary %	Secondary %	Special %
For all material	1	1	<1	<1
For some material	15	14	20	13
For very little material	18	20	21	12
For nothing	25	21	25	28
Such access not available/not applicable	33	31	26	41
Not sure	3	7	1	2
No response	5	6	6	4
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.3.10: Extent of remote access to school resources – for governors (ICT co-ordinators' question 15G)

Response	All respondents %	Primary %	Secondary %	Special %
For all material	1	2	1	1
For some material	19	16	25	16
For very little material	17	18	22	11
For nothing	22	22	21	24
Such access not available/not applicable	32	31	23	40
Not sure	5	7	3	4
No response	5	5	5	4
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.3.11: Extent of remote access to school resources – for other (ICT co-ordinators' question 15H)

Response	All respondents %	Primary %	Secondary %	Special %
For all material	1	<1	1	3
For some material	4	3	5	3
For very little material	3	3	3	2
For nothing	12	13	9	15
Such access not available/not applicable	23	24	21	25
Not sure	6	8	5	5
No response	51	49	57	48
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.3.12: Access restrictions to MIS (ICT co-ordinators' question 16)

Response	All respondents %	Primary %	Secondary %	Special %
Specific workstations	35	28	51	29
Workstations in a separate admin network	50	61	26	59
No restrictions	8	5	19	4
No response	6	6	4	8
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 2.3.13: Rating of the school's internet connection – speed (teachers' question 17A)

Response	All respondents %	Primary %	Secondary %	Special %
Very fast	13	14	15	10
Quite fast	62	62	60	64
Quite slow	20	19	21	21
Very slow	3	4	3	4
No response	1	1	1	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.3.14: Rating of the school's internet connection – performance (teachers' question 17B)

Response	All respondents %	Primary %	Secondary %	Special %
Very good	14	15	15	12
Good	71	73	69	72
Poor	12	10	14	12
Very poor	2	2	1	2
No response	1	1	1	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.3.15: Rating of the school's internet connection – reliability (teachers' question 17C)

Response	All respondents %	Primary %	Secondary %	Special %
Very reliable	15	14	17	13
Quite reliable	68	69	66	68
Not very reliable	14	13	15	14
Not at all reliable	2	2	1	2
No response	1	1	1	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.3.16: Perceived benefit of including school news on the school's website (teachers' question 18A)

Response	All respondents %	Primary %	Secondary %	Special %
Great benefit	60	66	61	53
Some benefit	31	26	32	35
Little or no benefit	3	2	3	4
Not sure	1	2	1	1
No response	4	4	3	6
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.3.17: Perceived benefit of including email access on the school's website (teachers' question 18B)

Response	All respondents %	Primary %	Secondary %	Special %
Great benefit	52	39	68	44
Some benefit	35	43	25	43
Little or no benefit	7	11	3	7
Not sure	3	4	2	3
No response	2	3	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.3.18: Perceived benefit of including learning resources on the school's website (teachers' question 18C)

Response	All respondents %	Primary %	Secondary %	Special %
Great benefit	45	34	63	31
Some benefit	38	44	29	44
Little or no benefit	11	15	4	17
Not sure	3	5	1	3
No response	3	3	2	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.3.19: Perceived benefit of including teaching resources on the school's website (teachers' question 18D)

Response	All respondents %	Primary %	Secondary %	Special %
Great benefit	40	27	55	34
Some benefit	40	43	36	43
Little or no benefit	14	21	7	17
Not sure	3	6	1	4
No response	2	3	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.3.20: Perceived benefit of including policy documents on the school's website (teachers' question 18E)

Response	All respondents %	Primary %	Secondary %	Special %
Great benefit	41	37	47	38
Some benefit	43	45	43	42
Little or no benefit	11	12	8	13
Not sure	3	4	2	3
No response	2	2	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.3.21: Perceived benefit of including management information systems on the school's website (teachers' question 18F)

Response	All respondents %	Primary %	Secondary %	Special %
Great benefit	23	13	37	15
Some benefit	35	29	38	36
Little or no benefit	18	26	10	22
Not sure	21	29	14	23
No response	2	3	1	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.3.22: Perceived benefit of including performance information for parents on the school's website (teachers' question 18G)

Response	All respondents %	Primary %	Secondary %	Special %
Great benefit	31	22	45	21
Some benefit	44	46	41	45
Little or no benefit	15	18	8	21
Not sure	8	11	5	9
No response	2	2	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.3.23: Perceived benefit of including performance information for staff on the school's website (teachers' question 18H)

Response	All respondents %	Primary %	Secondary %	Special %
Great benefit	40	25	56	33
Some benefit	37	41	33	38
Little or no benefit	14	20	6	18
Not sure	7	11	4	7
No response	2	3	1	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.3.24: Perceived benefit of including homework upload/download on the school's website (teachers' question 18I)

Response	All respondents %	Primary %	Secondary %	Special %
Great benefit	40	35	59	17
Some benefit	34	39	31	32
Little or no benefit	19	18	7	38
Not sure	6	6	2	10
No response	2	2	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.3.25: Perceived benefit of including parent resources on the school's website (teachers' question 18J)

Response	All respondents %	Primary %	Secondary %	Special %
Great benefit	70	75	72	61
Some benefit	24	20	24	27
Little or no benefit	3	2	2	6
Not sure	2	2	1	3
No response	2	2	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.3.26: Perceived benefit of including communication with individual parents on the school's website (teachers' question 18K)

Response	All respondents %	Primary %	Secondary %	Special %
Great benefit	32	18	46	26
Some benefit	37	37	35	39
Little or no benefit	21	31	12	23
Not sure	9	12	6	8
No response	2	2	1	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.3.27: Perceived benefit of including live chat on the school's website (teachers' question 18L)

Response	All respondents %	Primary %	Secondary %	Special %
Great benefit	6	4	8	4
Some benefit	25	19	29	25
Little or no benefit	48	53	45	48
Not sure	19	21	17	19
No response	3	3	2	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.3.28: Perceived benefit of including discussion forum on the school's website (teachers' question 18M)

Response	All respondents %	Primary %	Secondary %	Special %
Great benefit	13	10	17	10
Some benefit	37	32	42	37
Little or no benefit	32	37	27	33
Not sure	15	18	12	16
No response	2	3	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.3.29: Perceived benefit of including job vacancies on the school's website (teachers' question 18N)

Response	All respondents %	Primary %	Secondary %	Special %
Great benefit	31	22	41	27
Some benefit	44	44	44	45
Little or no benefit	15	20	11	17
Not sure	8	13	5	8
No response	2	2	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.3.30: Perceived benefit of including webcam on the school's website (teachers' question 18O)

Response	All respondents %	Primary %	Secondary %	Special %
Great benefit	7	6	8	7
Some benefit	24	21	27	24
Little or no benefit	42	42	41	42
Not sure	24	28	22	23
No response	3	3	1	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.3.31: Percentage of teachers who are able to access the school's network, learning platform or repository from home (teachers' question 25A)

Response	All respondents %	Primary %	Secondary %	Special %
Yes	71	68	76	56
No	24	26	19	36
No response	6	6	5	9
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.3.32: Percentage of teachers who are able to access the management information system from home (teachers' question 25B)

Response	All respondents %	Primary %	Secondary %	Special %
Yes	22	8	29	9
No	73	83	68	84
No response	5	9	3	6
N	499	105	318	77

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 2.3.33: Percentage of teachers who access the network, learning platform or repository from home via a broadband connection (teachers' question 26)

Response	All respondents %	Primary %	Secondary %	Special %
Yes	88	87	92	75
No	10	13	7	22
No response	1	0	1	3
N	499	105	318	77

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

3 Management, leadership and administration

3.1 ICT strategy and leadership

Table 3.1.1: Presence of a written strategy for ICT/e-learning (senior leaders' question 4)

Response	All respondents %	Primary %	Secondary %	Special %
Yes, embedded	67	70	70	61
Yes, separate	21	20	19	25
No	5	5	5	5
No response	6	5	5	8
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.2: Elements addressed in the ICT strategy (senior leaders' question 5A 1 to 5A 12)

Response	All respondents %	Primary %	Secondary %	Special %
Replacement of equipment	74	71	75	79
Participation in the self-review framework	40	42	37	42
Participation in home access scheme	25	16	40	22
Use of learning platform	61	51	81	55
E-safety	60	57	65	61
Information management strategy	39	27	52	42
Online reporting to improve parental engagement	27	15	58	15
Acceptable use policy	57	51	64	57
Policy on safe disposal of equipment	30	24	37	32
Teacher CPD	70	67	72	71

Response	All respondents %	Primary %	Secondary %	Special %
Using technology to offer integrated services via extended school	19	14	28	17
Investments in school ICT infrastructure	65	54	74	71
No response	7	9	5	6
N	542	222	150	170

A multiple-response item.

More than one answer could be given, so percentages may sum to more than 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.3: Elements in the ICT strategy prioritised this year (senior leaders' questions 5B1 to 5B12)

Response	All respondents %	Primary %	Secondary %	Special %
Replacement of equipment	36	40	26	41
Participation in the self-review framework	19	23	14	18
Participation in home access scheme	10	9	15	6
Use of learning platform	51	42	71	44
E-safety	18	20	17	17
Information management strategy	9	6	14	9
Online reporting to improve parental engagement	12	7	28	5
Acceptable use policy	6	7	6	6
Policy on safe disposal of equipment	1	1	0	2
Teacher CPD	33	34	28	35
Using technology to offer integrated services via extended school	4	4	2	5

Response	All respondents %	Primary %	Secondary %	Special %
Investments in school ICT infrastructure	27	27	25	28
More than three boxes ticked	9	8	6	12
No response	7	6	5	8
N	542	222	150	170

A multiple-response item.

More than one answer could be given, so percentages may sum to more than 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.4: Frequency at which the ICT strategy is reviewed (senior leaders' question 6)

Response	All respondents %	Primary %	Secondary %	Special %
At least annually	77	76	86	71
About every two years	14	13	7	21
About every three years	4	5	3	4
Less often	1	2	1	1
Not applicable	2	2	2	2
No response	2	2	2	2
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.5: Priority of using technology to promote independent learning (senior leaders' question 7A)

Response	All respondents %	Primary %	Secondary %	Special %
High priority	63	54	76	64
Medium priority	31	42	20	28
Low priority	3	3	1	5
Not a priority for my school	1	<1	0	2
No response	1	1	2	1
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.6: Priority of using technology to promote personalised learning (senior leaders' question 7B)

Response	All respondents %	Primary %	Secondary %	Special %
High priority	54	43	64	59
Medium priority	37	46	30	31
Low priority	6	8	4	6
Not a priority for my school	1	1	0	1
Not sure	<1	1	0	1
No response	2	1	2	2
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.7: Priority of using technology to extend learning beyond the classroom (senior leaders' question 7C)

Response	All respondents %	Primary %	Secondary %	Special %
High priority	41	39	59	29
Medium priority	39	41	32	43
Low priority	13	16	5	17
Not a priority for my school	3	2	<1	6
Not sure	1	1	0	2
No response	2	<1	3	2
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.8: Priority of using technology to assess learners' progress (senior leaders' question 7D)

Response	All respondents %	Primary %	Secondary %	Special %
High priority	38	32	33	50
Medium priority	38	37	46	32
Low priority	17	24	15	9
Not a priority for my school	5	6	3	6
Not sure	<1	<1	0	0
No response	2	1	3	3
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.9: Priority of using technology to record learners' progress (senior leaders' question 7E)

Response	All respondents %	Primary %	Secondary %	Special %
High priority	47	42	38	61
Medium priority	36	36	48	26
Low priority	12	17	11	6
Not a priority for my school	3	4	2	3
No response	2	1	2	3
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.10: Priority of using technology to improve communication with parents (senior leaders' question 7F)

Response	All respondents %	Primary %	Secondary %	Special %
High priority	28	21	43	22
Medium priority	48	55	42	42
Low priority	17	16	12	24
Not a priority for my school	5	5	0	8
Not sure	1	1	0	1
No response	2	1	3	4
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.11: Priority of using technology to establish links with educational institutions (senior leaders' question 7G)

Response	All respondents %	Primary %	Secondary %	Special %
High priority	10	8	14	10
Medium priority	27	26	22	32
Low priority	41	41	48	35
Not a priority for my school	17	22	11	17
Not sure	1	2	1	1
No response	3	2	3	5
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.12: Priority of using technology to provide parenting support (senior leaders' question 7H)

Response	All respondents %	Primary %	Secondary %	Special %
High priority	8	5	10	9
Medium priority	32	34	25	36
Low priority	38	36	42	36
Not a priority for my school	17	20	17	12
Not sure	3	3	3	2
No response	3	2	3	4
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.13: Priority of using technology to better help pupils with SEN (senior leaders' question 7I)

Response	All respondents %	Primary %	Secondary %	Special %
High priority	44	29	26	79
Medium priority	39	54	46	13
Low priority	12	12	24	3
Not a priority for my school	3	4	2	2
Not sure	1	1	<1	0
No response	1	<1	2	2
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.14: Priority of using technology to provide remote access study (senior leaders' question 7J)

Response	All respondents %	Primary %	Secondary %	Special %
High priority	22	10	47	14
Medium priority	30	30	37	25
Low priority	24	28	10	29
Not a priority for my school	21	28	3	26
Not sure	1	2	0	1
No response	3	1	3	5
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.15: Priority of using technology to address attendance and behaviour challenges (senior leaders' question 7K)

Response	All respondents %	Primary %	Secondary %	Special %
High priority	18	11	30	15
Medium priority	26	22	31	25
Low priority	26	27	27	23
Not a priority for my school	27	36	9	31
Not sure	1	2	0	2
No response	2	2	2	4
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.16: Helpfulness of information from organisation in developing ICT/e-learning strategy – DCSF (senior leaders' question 8A)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	6	7	5	5
Quite helpful	51	53	50	49
Not very helpful	21	22	23	19
Not at all helpful	4	3	6	4
Not received information from this organisation	8	9	6	9
Never heard of them	4	4	3	5
No response	6	3	8	8
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.17: Helpfulness of information from organisation in developing ICT/e-learning strategy – DIUS (senior leaders' question 8B)

Response	All respondents %	Primary %	Secondary %	Special %
Quite helpful	4	3	5	3
Not very helpful	8	6	8	9
Not at all helpful	2	1	4	1
Not received information from this organisation	15	9	19	18
Never heard of them	62	72	52	57
No response	11	9	12	12
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.18: Helpfulness of information from organisation in developing ICT/e-learning strategy – NCSL (senior leaders' question 8C)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	9	10	10	6
Quite helpful	41	36	45	44
Not very helpful	23	29	22	16
Not at all helpful	5	5	5	5
Not received information from this organisation	12	12	9	15
Never heard of them	4	4	3	5
No response	6	4	6	8
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.19: Helpfulness of information from organisation in developing ICT/e-learning strategy – QCA (senior leaders' question 8D)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	7	6	7	8
Quite helpful	52	52	47	56
Not very helpful	22	22	28	16
Not at all helpful	5	5	6	4
Not received information from this organisation	8	11	5	9
No response	5	3	7	6
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.20: Helpfulness of information from organisation in developing ICT/e-learning strategy – SSAT (senior leaders' question 8E)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	9	<1	23	8
Quite helpful	22	7	43	24
Not very helpful	11	11	8	15
Not at all helpful	4	3	3	5
Not received information from this organisation	13	15	6	16
Never heard of them	31	54	7	21
No response	10	10	8	12
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.21: Helpfulness of information from organisation in developing ICT/e-learning strategy – Ofsted (senior leaders' question 8F)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	6	5	7	6
Quite helpful	38	40	37	38
Not very helpful	27	32	25	24
Not at all helpful	8	7	11	7
Not received information from this organisation	13	12	11	16
No response	7	3	9	9
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.22: Helpfulness of information from organisation in developing ICT/e-learning strategy – Becta (senior leaders' question 8G)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	31	28	35	32
Quite helpful	48	52	44	47
Not very helpful	11	13	10	9
Not at all helpful	1	1	1	1
Not received information from this organisation	4	4	2	5
Never heard of them	1	0	2	2
No response	4	1	6	5
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.23: Helpfulness of information from organisation in developing ICT/e-learning strategy – National Strategies (senior leaders' question 8H)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	13	15	16	9
Quite helpful	58	59	54	59
Not very helpful	17	18	16	16
Not at all helpful	2	2	2	3
Not received information from this organisation	5	5	3	5
Never heard of them	<1	0	1	1
No response	5	2	7	7
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.24: Helpfulness of information from organisation in developing ICT/e-learning strategy – local authorities (senior leaders' question 8I)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	18	19	14	21
Quite helpful	52	55	48	51
Not very helpful	16	16	19	15
Not at all helpful	5	4	9	4
Not received information from this organisation	4	4	5	4
Never heard of them	<1	0	0	1
No response	3	2	5	4
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.25: Helpfulness of information from organisation in developing ICT/e-learning strategy – unions (senior leaders' question 8J)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	1	<1	1	2
Quite helpful	10	10	8	12
Not very helpful	25	25	27	23
Not at all helpful	20	22	23	16
Not received information from this organisation	36	39	34	36
Never heard of them	1	1	0	1
No response	7	3	8	9
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.26: Helpfulness of information from organisation in developing ICT/e-learning strategy – your ICT supplier (senior leaders' question 8K)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	13	19	7	12
Quite helpful	46	45	41	51
Not very helpful	17	15	21	17
Not at all helpful	6	4	12	4
Not received information from this organisation	11	13	12	8
Never heard of them	1	1	0	2
No response	5	4	8	6
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.27: Helpfulness of information from organisation in developing ICT/e-learning strategy – governors (senior leaders' question 8L)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	3	4	3	3
Quite helpful	30	30	31	28
Not very helpful	26	25	26	26
Not at all helpful	10	11	11	8
Not received information from this organisation	26	27	23	27
Never heard of them	<1	<1	0	0
No response	5	3	5	9
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.28: Helpfulness of information from organisation in developing ICT/e-learning strategy – headteachers from other schools/colleges (senior leaders' question 8M)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	11	12	6	12
Quite helpful	43	49	38	41
Not very helpful	16	14	20	15
Not at all helpful	5	4	6	6
Not received information from this organisation	20	20	21	20
No response	5	2	8	7
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.29: Helpfulness of information from organisation in developing ICT/e-learning strategy – ICT consultants/advisers (senior leaders' question 8N)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	23	25	21	23
Quite helpful	45	44	43	49
Not very helpful	12	11	14	12
Not at all helpful	4	5	5	2
Not received information from this organisation	12	13	13	10
No response	3	2	4	4
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.30: The school has a written environment strategy (senior leaders' question 11A)

Response	All respondents %	Primary %	Secondary %	Special %
Agree	18	14	25	18
Disagree	54	58	49	52
Not applicable	9	11	7	8
Not sure	16	15	18	17
No response	3	3	1	5
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.31: The school is very good at using ICT in an energy-efficient way (senior leaders' question 11B)

Response	All respondents %	Primary %	Secondary %	Special %
Agree	47	47	45	49
Disagree	24	22	28	22
Not applicable	1	2	1	1
Not sure	26	28	25	25
No response	2	1	1	4
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.32: Make good use of ICT to inform pupils and staff how they can address issues around sustainability and the environment (senior leaders' question 11C)

Response	All respondents %	Primary %	Secondary %	Special %
Agree	61	57	73	54
Disagree	14	18	11	12
Not applicable	4	2	1	8
Not sure	20	22	14	22
No response	2	1	1	5
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.33: The way the school uses ICT contributes to a better environment (senior leaders' question 11D)

Response	All respondents %	Primary %	Secondary %	Special %
Agree	61	54	73	61
Disagree	23	29	19	20
Not applicable	1	3	0	1
Not sure	12	12	8	14
No response	2	2	1	4
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.1.34: Priority of using technology to support learning over the next three years – to promote independent learning (ICT co-ordinators' question 26A)

Response	All respondents %	Primary %	Secondary %	Special %
High priority	59	54	63	61
Medium priority	32	34	28	33
Low priority	3	5	1	3
Not a priority for my school	1	1	<1	1
Not sure	2	2	3	<1
No response	3	4	4	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 3.1.35: Priority of using technology to support learning over the next three years – to promote and develop personalised learning (ICT co-ordinators' question 26B)

Response	All respondents %	Primary %	Secondary %	Special %
High priority	57	52	62	59
Medium priority	31	35	27	31
Low priority	5	7	2	5
Not a priority for my school	1	1	1	2
Not sure	2	2	3	1
No response	3	3	4	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 3.1.36: Priority of using technology to support learning over the next three years – to extend learning beyond the classroom (ICT co-ordinators' question 26C)

Response	All respondents %	Primary %	Secondary %	Special %
High priority	52	52	66	41
Medium priority	33	36	23	38
Low priority	8	6	4	13
Not a priority for my school	2	1	1	4
Not sure	2	2	3	1
No response	3	3	5	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 3.1.37: Priority of using technology to support learning over the next three years – to assess learners’ progress (ICT co-ordinators’ question 26D)

Response	All respondents %	Primary %	Secondary %	Special %
High priority	46	35	49	55
Medium priority	35	40	37	30
Low priority	12	17	6	12
Not a priority for my school	1	2	1	1
Not sure	2	1	4	<1
No response	3	3	4	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 3.1.38: Priority of using technology to support learning over the next three years – to record learners’ progress (ICT co-ordinators’ question 26E)

Response	All respondents %	Primary %	Secondary %	Special %
High priority	50	40	51	59
Medium priority	35	41	39	26
Low priority	9	13	3	10
Not a priority for my school	1	2	1	2
Not sure	2	1	4	<1
No response	3	3	4	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 3.1.39: Priority of using technology to support learning over the next three years – to improve communication with parents (ICT co-ordinators' question 26F)

Response	All respondents %	Primary %	Secondary %	Special %
High priority	42	40	49	38
Medium priority	38	38	34	41
Low priority	12	12	7	15
Not a priority for my school	3	3	1	4
Not sure	3	4	5	1
No response	3	3	4	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 3.1.40: Priority of using technology to support learning over the next three years – to establish links with educational institutions at a distance (ICT co-ordinators' question 26G)

Response	All respondents %	Primary %	Secondary %	Special %
High priority	12	9	11	17
Medium priority	31	29	34	31
Low priority	37	40	36	33
Not a priority for my school	12	13	8	15
Not sure	5	6	6	2
No response	3	3	4	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 3.1.41: Priority of using technology to support learning over the next three years – to provide parenting and family support (ICT co-ordinators' question 26H)

Response	All respondents %	Primary %	Secondary %	Special %
High priority	13	13	10	16
Medium priority	37	32	33	45
Low priority	29	31	35	22
Not a priority for my school	12	15	8	11
Not sure	6	7	9	4
No response	3	3	4	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 3.1.42: Priority of using technology to support learning over the next three years – to support learners with SEN (ICT co-ordinators' question 26I)

Response	All respondents %	Primary %	Secondary %	Special %
High priority	47	27	31	82
Medium priority	34	48	43	11
Low priority	10	16	13	2
Not a priority for my school	3	3	3	2
Not sure	3	3	6	1
No response	3	3	4	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 3.1.43: Priority of using technology to support learning over the next three years – to provide remote access study support (ICT co-ordinators' question 26J)

Response	All respondents %	Primary %	Secondary %	Special %
High priority	33	26	53	22
Medium priority	27	30	23	27
Low priority	20	24	12	25
Not a priority for my school	13	13	3	23
Not sure	4	5	5	2
No response	3	3	4	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 3.1.44: Priority of using technology to support learning over the next three years – to address attendance and behaviour challenges (ICT co-ordinators' question 26K)

Response	All respondents %	Primary %	Secondary %	Special %
High priority	20	9	30	22
Medium priority	25	23	33	20
Low priority	24	28	17	25
Not a priority for my school	20	26	7	26
Not sure	8	10	9	5
No response	3	4	4	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

3.2 Use of ICT for managing and monitoring

Table 3.2.1: Extent the school uses – electronic MIS (senior leaders' question 19A)

Response	All respondents %	Primary %	Secondary %	Special %
Great extent	72	67	81	70
Some extent	18	20	14	20
A little	3	2	3	3
Not at all	3	4	1	2
We do not have this system	2	3	1	1
No response	3	4	1	4
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.2.2: Extent the school uses – electronic system for commuting with parents (senior leaders' question 19B)

Response	All respondents %	Primary %	Secondary %	Special %
Great extent	7	9	11	1
Some extent	29	29	38	20
A little	27	24	32	27
Not at all	26	26	14	36
We do not have this system	9	10	2	14
No response	2	2	3	2
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.2.3: Extent the school uses – electronic system for recording learners' attendance (senior leaders' question 19C)

Response	All respondents %	Primary %	Secondary %	Special %
Great extent	68	69	83	54
Some extent	15	14	10	20
A little	5	3	5	9
Not at all	6	7	1	9
We do not have this system	3	5	1	4
No response	2	2	1	5
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.2.4: Extent the school uses – electronic system for recording behaviour issues (senior leaders' question 19D)

Response	All respondents %	Primary %	Secondary %	Special %
Great extent	24	7	51	22
Some extent	21	19	25	19
A little	17	17	14	19
Not at all	27	40	8	27
We do not have this system	9	16	<1	9
No response	2	2	1	4
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.2.5: Extent the school uses – electronic system for recording learners’ attainment (senior leaders’ question 19E)

Response	All respondents %	Primary %	Secondary %	Special %
Great extent	64	59	76	59
Some extent	24	27	19	25
A little	6	7	3	8
Not at all	3	3	2	4
We do not have this system	2	4	0	2
No response	2	1	1	3
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.2.6: Senior leaders’ confidence that they can make the best use of ICT in relation to – electronic (MIS) (senior leaders’ question 20A)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	42	38	48	43
Confident	42	44	41	41
Not very confident	9	9	9	10
Not at all confident	2	3	1	1
Do not use/do not have system	2	2	2	2
Do not know	1	2	0	2
No response	2	2	1	2
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.2.7: Senior leaders' confidence that they can make the best use of ICT in relation to – electronic system for recording learners' attendance (senior leaders' question 20B)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	45	40	57	40
Confident	37	39	36	36
Not very confident	7	6	5	9
Not at all confident	2	3	1	2
Do not use/do not have system	6	8	1	8
Do not know	2	2	0	2
No response	2	1	1	3
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.2.8: Senior leaders' confidence that they can make the best use of ICT in relation to – electronic system for recording behaviour issues (senior leaders' question 20C)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	20	9	37	21
Confident	31	26	39	32
Not very confident	17	17	14	18
Not at all confident	5	7	2	4
Do not use/do not have system	21	33	5	19
Do not know	4	6	0	4
No response	2	2	2	3
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.2.9: Senior leaders' confidence that they can make the best use of ICT in relation to – electronic system for recording learners' attainment (senior leaders' question 20D)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	41	33	52	41
Confident	46	51	39	44
Not very confident	7	8	5	8
Not at all confident	2	2	2	1
Do not use/do not have system	3	4	<1	2
Do not know	1	1	0	1
No response	2	1	2	2
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.2.10: Extent to which school's ability to effectively manage non-attendance has been affected by recording attendance electronically (senior leaders' question 21)

Response	All respondents %	Primary %	Secondary %	Special %
Much improved	22	21	32	14
Improved	45	46	50	40
Worse	1	1	1	2
Not recorded electronically	8	9	2	11
Not sure	20	20	13	26
No response	4	3	2	7
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

3.3 Communication and collaboration

Table 3.3.1: Media regularly used to communicate with the following groups – communicate using paper letters (senior leaders' question 22A 1 to 22A 8)

Response	All respondents %	Primary %	Secondary %	Special %
Members of senior management team	50	52	40	54
Teachers	58	58	47	66
Teaching support staff	60	63	45	69
Non-teaching support staff	57	60	43	65
Parents	94	92	96	94
Learners	63	63	72	57
Governors	73	66	78	78
Outside partners	63	53	74	67
No response	4	4	3	5
N	542	222	150	170

A multiple-response item.

More than one answer could be given, so percentages may sum to more than 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.3.2: Media regularly used to communicate with the following groups – communicate using email (senior leaders' question 22B 1 to 22B 8)

Response	All respondents %	Primary %	Secondary %	Special %
Members of senior management team	75	61	93	76
Teachers	72	59	92	69
Teaching support staff	48	32	84	39
Non-teaching support staff	47	32	79	38
Parents	33	35	38	26
Learners	21	5	49	18
Governors	80	83	80	75
Outside partners	87	86	86	88

Response	All respondents %	Primary %	Secondary %	Special %
No response	4	5	1	5
N	542	222	150	170

A multiple-response item.

More than one answer could be given, so percentages may sum to more than 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.3.3: Media regularly used to communicate with the following groups – communicate using learning platform (senior leaders' question 22C 1 to 22C 8)

Response	All respondents %	Primary %	Secondary %	Special %
Members of senior management team	9	7	12	8
Teachers	14	10	21	12
Teaching support staff	10	7	17	9
Non-teaching support staff	7	4	13	5
Parents	10	8	19	4
Learners	19	11	40	12
Governors	6	6	10	3
Outside partners	2	2	3	2
No response	73	79	56	80
N	542	222	150	170

A multiple-response item.

More than one answer could be given, so percentages may sum to more than 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.3.4: Media regularly used to communicate with the following groups – communicate using text messaging (senior leaders' question 22D 1 to 22D 8)

Response	All respondents %	Primary %	Secondary %	Special %
Members of senior management team	21	28	12	19
Teachers	14	23	4	12
Teaching support staff	9	14	2	10
Non-teaching support staff	9	15	2	8
Parents	13	7	25	9
Learners	2	<1	2	4
Governors	5	6	4	4
Outside partners	4	4	5	3
No response	65	61	64	71
N	542	222	150	170

A multiple-response item.

More than one answer could be given, so percentages may sum to more than 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.3.5: Media regularly used to communicate with the following groups – communicate using telephone (senior leaders' question 22E 1 to 22E 8)

Response	All respondents %	Primary %	Secondary %	Special %
Members of senior management team	46	36	54	52
Teachers	34	31	44	31
Teaching support staff	29	25	38	27
Non-teaching support staff	31	26	41	28
Parents	63	54	75	64
Learners	9	4	11	14
Governors	53	52	53	54
Outside partners	58	53	64	60

Response	All respondents %	Primary %	Secondary %	Special %
No response	24	29	15	25
N	542	222	150	170

A multiple-response item.

More than one answer could be given, so percentages may sum to more than 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.3.6: School has a website (senior leaders' question 23)

Response	All respondents %	Primary %	Secondary %	Special %
Yes	86	87	96	75
No	12	11	3	21
No response	2	1	1	4
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.3.7: Use technology to collaborate with other organisations on joint curriculum and resource development (senior leaders' question 24A 1 to 24A 7)

Response	All respondents %	Primary %	Secondary %	Special %
With schools in the UK	34	26	48	32
With schools overseas	12	8	18	12
With FE colleges	10	2	19	11
With LA/RBC	18	15	23	18
With professional associations	13	9	12	17
With companies/suppliers	11	6	15	12
None	24	30	14	26
No response	27	28	26	28
N	542	222	150	170

A multiple-response item.

More than one answer could be given, so percentages may sum to more than 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.3.8: Use technology to collaborate with other organisations on joint learning and teaching activities (senior leaders' question 24B 1 to 24B 7)

Response	All respondents %	Primary %	Secondary %	Special %
With schools in the UK	18	13	26	19
With schools overseas	18	11	34	13
With FE colleges	3	1	4	4
With LA/RBC	6	6	5	5
With professional associations	3	3	3	4
With companies/suppliers	3	2	4	3
None	26	33	14	28
No response	42	44	38	44
N	542	222	150	170

A multiple-response item.

More than one answer could be given, so percentages may sum to more than 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.3.9: Use technology to collaborate with other organisations on continuing professional development (senior leaders' question 24C 1 to 24C 7)

Response	All respondents %	Primary %	Secondary %	Special %
With schools in the UK	26	23	26	30
With schools overseas	4	3	5	6
With FE colleges	6	4	8	8
With LA/RBC	13	11	12	16
With professional associations	13	11	12	15
With companies/suppliers	6	4	8	9

Response	All respondents %	Primary %	Secondary %	Special %
None	22	28	14	22
No response	38	37	47	31
N	542	222	150	170

A multiple-response item.

More than one answer could be given, so percentages may sum to more than 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

3.4 ICT finance

Table 3.4.1: Overall school budget for this financial year spent on ICT (senior leaders' question 16)

Response	All respondents %	Primary %	Secondary %	Special %
0%	<1	0	0	1
1%	14	12	7	23
2%	15	17	15	13
3%	11	15	8	9
4%	4	4	7	2
5%	13	13	18	10
6%	3	3	3	2
7%	2	2	1	3
8%	2	2	2	1
9%	2	2	1	2
10%	6	7	6	4
11–15%	4	3	5	6
16–20%	3	3	4	1
More than 20%	1	0	2	2
No response	20	17	22	22
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.4.2: ICT budget for this financial year – spent on ICT equipment (senior leaders' question 16A1)

Response	All respondents %	Primary %	Secondary %	Special %
0%	1	1	0	2
1–5%	18	26	16	9
6–10%	5	6	4	5
11–15%	3	3	2	4
16–20%	7	7	6	7
21–30%	6	5	7	7
31–40%	6	6	6	8
41–50%	12	10	12	16
51% or more	21	19	26	19
No response	20	16	22	22
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.4.3: ICT budget for this financial year – spent on ICT software/digital learning resources (senior leaders' question 16A2)

Response	All respondents %	Primary %	Secondary %	Special %
0%	6	7	4	6
1–5%	28	34	26	23
6–10%	13	9	17	14
11–15%	9	6	11	9
16–20%	9	12	5	9
21–30%	7	7	6	6
31–40%	2	2	2	4
41–50%	2	1	2	3
51% or more	1	1	2	1
No response	23	21	26	24
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.4.4: ICT budget for this financial year – spent on ICT connectivity (senior leaders' question 16A3)

Response	All respondents %	Primary %	Secondary %	Special %
0%	10	10	6	13
1–5%	27	32	28	20
6–10%	14	8	20	17
11–15%	9	7	9	11
16–20%	5	7	3	5
21–30%	4	4	3	5
31–40%	2	3	2	1
41–50%	1	<1	2	1
51% or more	1	1	1	0
No response	26	26	26	27
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.4.5: ICT budget for this financial year – spent on ICT technical support (senior leaders' question 16A4)

Response	All respondents %	Primary %	Secondary %	Special %
0%	6	3	8	7
1–5%	24	30	20	19
6–10%	15	16	9	19
11–15%	6	7	5	6
16–20%	9	9	9	8
21–30%	8	8	9	7
31–40%	4	4	5	5
41–50%	2	2	3	1
51% or more	3	3	2	5
No response	23	18	30	24
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.4.6: ICT budget for this financial year – spent on teacher training/CPD in using ICT (senior leaders' question 16A5)

Response	All respondents %	Primary %	Secondary %	Special %
0%	16	17	16	15
1–5%	38	42	37	34
6–10%	11	11	9	12
11–15%	5	5	5	4
16–20%	1	2	<1	2
21–30%	1	0	<1	3
No response	28	23	32	31
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.4.7: ICT budget for this financial year – spent on support staff CPD in using ICT (senior leaders' question 16A6)

Response	All respondents %	Primary %	Secondary %	Special %
0%	18	20	17	16
1–5%	39	43	38	34
6–10%	9	7	11	9
11–15%	4	5	3	4
16–20%	2	1	0	4
21–30%	<1	0	0	1
No response	28	23	31	31
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

3.5 ICT purchasing

Table 3.5.1: Confidence that the school will have adequate funding – for purchasing digital learning resources (senior leaders' question 17A)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	13	9	15	17
Confident	38	36	39	41
Not very confident	28	35	23	24
Not at all confident	7	9	8	4
Not sure	6	6	5	6
No response	8	6	10	9
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.5.2: Confidence that the school will have adequate funding – for purchasing ICT equipment (senior leaders' question 17B)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	17	12	20	20
Confident	48	48	40	55
Not very confident	22	29	22	14
Not at all confident	6	7	6	4
Not sure	1	1	2	1
No response	6	4	9	6
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.5.3: Confidence that the school will have adequate funding – for purchasing ICT infrastructure (senior leaders' question 17C)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	15	10	18	18
Confident	40	38	40	43
Not very confident	26	34	21	21
Not at all confident	6	6	9	4
Not sure	4	5	3	4
No response	9	7	9	11
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.5.4: Confidence that the school will have adequate funding – for ICT connectivity (senior leaders' question 17D)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	20	15	25	22
Confident	50	51	48	52
Not very confident	14	18	11	13
Not at all confident	4	4	5	2
Not sure	4	6	2	2
No response	8	6	9	9
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.5.5: Confidence that the school will have adequate funding – for ICT technical support (senior leaders' question 17E)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	25	19	29	29
Confident	51	56	46	50
Not very confident	12	16	8	9
Not at all confident	4	4	4	2
Not sure	1	0	3	1
No response	7	5	9	8
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.5.6: Confidence that the school will have adequate funding – for CPD for teaching staff in using ICT (senior leaders' question 17F)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	14	9	14	19
Confident	51	51	48	54
Not very confident	20	26	20	14
Not at all confident	5	8	5	2
Not sure	2	2	3	1
No response	8	4	10	11
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.5.7: Confidence that the school will have adequate funding – for CPD for support staff in using ICT (senior leaders' question 17G)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	13	8	14	19
Confident	47	47	43	51
Not very confident	21	28	20	14
Not at all confident	7	9	8	3
Not sure	4	3	5	3
No response	8	5	10	10
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.5.8: Likelihood of using the following to ensure aggregated savings – local authority purchasing framework (senior leaders' question 18A)

Response	All respondents %	Primary %	Secondary %	Special %
Very likely	23	24	14	28
Quite likely	18	19	13	20
Not very likely	8	7	12	7
Not at all likely	8	6	17	2
Not planning to invest	14	16	12	12
Not sure	11	11	11	12
No response	19	17	20	19
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.5.9: Likelihood of using the following to ensure aggregated savings – OGC Catalist (senior leaders' question 18B)

Response	All respondents %	Primary %	Secondary %	Special %
Very likely	1	1	2	0
Quite likely	1	<1	2	2
Not very likely	11	10	9	15
Not at all likely	16	15	22	14
Not planning to invest	19	24	13	18
Not sure	28	28	30	28
No response	23	22	22	25
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.5.10: Likelihood of using the following to ensure aggregated savings – public procurement consortia, eg ESPO, CBC (senior leaders' question 18C)

Response	All respondents %	Primary %	Secondary %	Special %
Very likely	1	3	0	1
Quite likely	4	4	6	4
Not very likely	13	11	13	15
Not at all likely	15	13	19	14
Not planning to invest	18	22	13	18
Not sure	26	26	27	24
No response	22	21	22	24
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.5.11: Likelihood of using the following to ensure aggregated savings – Becta Infrastructure Services Framework (senior leaders' question 18D)

Response	All respondents %	Primary %	Secondary %	Special %
Very likely	2	1	5	2
Quite likely	9	7	10	9
Not very likely	13	13	11	14
Not at all likely	14	12	18	12
Not planning to invest	17	23	12	15
Not sure	24	24	23	24
No response	21	20	21	23
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.5.12: Likelihood of using the following to ensure aggregated savings – Becta Learning Services Framework (senior leaders' question 18E)

Response	All respondents %	Primary %	Secondary %	Special %
Very likely	3	1	4	2
Quite likely	9	5	11	11
Not very likely	13	13	10	14
Not at all likely	14	13	17	13
Not planning to invest	17	23	12	14
Not sure	24	25	22	24
No response	22	20	23	23
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.5.13: Likelihood of using the following to ensure aggregated savings – other (senior leaders' question 18F)

Response	All respondents %	Primary %	Secondary %	Special %
Very likely	8	7	12	7
Quite likely	7	6	8	6
Not very likely	5	4	6	5
Not at all likely	9	9	10	8
Not planning to invest	14	18	9	13
Not sure	23	26	19	22
No response	34	30	36	39
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 3.5.14: How schools purchase ICT hardware (ICT co-ordinators' question 37A)

Response	All respondents %	Primary %	Secondary %	Special %
Local authority	17	24	4	20
Another school or group of schools	1	1	0	<1
ICT supplier or reseller	45	38	55	44
Other independent sources	34	34	39	32
No response	3	3	2	3
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 3.5.15: How schools purchase ICT networking equipment (ICT co-ordinators' question 37B)

Response	All respondents %	Primary %	Secondary %	Special %
Regional broadband consortium	<1	1	0	0
Local authority	22	27	8	28
Another school or group of schools	1	2	1	<1
ICT supplier or reseller	36	31	43	35
Other independent sources	37	36	45	33
Does not obtain this service	1	1	1	1
No response	2	2	2	3
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 3.5.16: How schools obtain ICT technical support and maintenance (ICT co-ordinators' question 37C)

Response	All respondents %	Primary %	Secondary %	Special %
Local authority	34	37	17	46
Another school or group of schools	5	8	1	4
ICT supplier or reseller	20	17	29	16
Other independent sources	29	32	31	23
Does not obtain this service	9	1	20	6
No response	4	4	1	5
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 3.5.17: How schools obtain guidance about school's ICT infrastructure (ICT co-ordinators' question 37D)

Response	All respondents %	Primary %	Secondary %	Special %
Regional broadband consortium	1	0	1	<1
Local authority	41	53	21	46
Another school or group of schools	4	5	2	4
ICT supplier or reseller	16	13	20	16
Other independent sources	24	19	33	21
Does not obtain this service	10	4	19	8
No response	5	6	3	5
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 3.5.18: How schools obtain internet connectivity (ICT co-ordinators' question 37E)

Response	All respondents %	Primary %	Secondary %	Special %
Regional broadband consortium	24	21	35	18
Local authority	60	62	54	63
Another school or group of schools	1	2	0	1
ICT supplier or reseller	5	5	4	6
Other independent sources	5	6	6	5
Does not obtain this service	<1	0	0	<1
No response	4	4	2	6
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 3.5.19: How schools obtain digital learning and teaching resources (ICT co-ordinators' question 37F)

Response	All respondents %	Primary %	Secondary %	Special %
Regional broadband consortium	2	1	1	3
Local authority	20	29	11	19
Another school or group of schools	1	1	2	0
ICT supplier or reseller	26	22	35	24
Other independent sources	41	40	44	41
Does not obtain this service	3	1	3	4
No response	7	6	4	9
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 3.5.20: Person with responsibility for making purchasing decisions for ICT hardware in schools (ICT co-ordinators' question 38A 1 to 38A 7)

Response	All respondents %	Primary %	Secondary %	Special %
Headteacher	52	74	31	49
ICT co-ordinator	61	72	41	67
ICT manager/technician	46	29	70	44
Department heads	5	2	7	8
Bursar	10	7	14	10
Governors	16	28	8	11
Other	5	2	8	6
No response	1	1	1	1
N	650	229	193	227

A multiple-response item.

More than one answer could be given, so percentages may sum to more than 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 3.5.21: Person with responsibility for making purchasing decisions for ICT networking equipment and cabling in schools (ICT co-ordinators' question 38B 1 to 38B 7)

Response	All respondents %	Primary %	Secondary %	Special %
Headteacher	42	68	15	40
ICT co-ordinator	43	54	27	47
ICT manager/technician	54	37	77	51
Department heads	<1	<1	<1	<1
Bursar	10	6	12	12
Governors	9	16	3	6
Other	5	1	8	5
No response	2	3	1	2
N	650	229	193	227

A multiple-response item.

More than one answer could be given, so percentages may sum to more than 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 3.5.22: Person with responsibility for making purchasing decisions for ICT technical support and maintenance services in schools (ICT co-ordinators' question 38C 1 to 38C 7)

Response	All respondents %	Primary %	Secondary %	Special %
Headteacher	51	75	22	52
ICT co-ordinator or equivalent	41	54	24	41
ICT manager/technician	45	26	72	41
Department heads	1	1	1	<1
Bursar	12	8	14	14
Governors	10	17	5	7
Other	4	1	8	4
No response	3	4	2	3
N	650	229	193	227

A multiple-response item.

More than one answer could be given, so percentages may sum to more than 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 3.5.23: Person with responsibility for making purchasing decisions (other) for ICT hardware for your school (ICT co-ordinators' question 38CODE1)

Response	All respondents %	Primary %	Secondary %	Special %
Deputy headteacher	5	0	3	2
Assistant headteacher	2	0	2	0
Teaching and support staff	1	0	0	1
ICT strategic leader	2	0	1	1
ICT strategy group	3	0	2	1
ICT/IT/ITAC committee	5	0	2	3
Director of ICT	2	0	2	0
Property manager	1	1	0	0
School secretary/administrator	2	0	2	0
Technical team	1	0	0	1
Site officer	1	1	0	0
Financial admin officer	1	0	0	1
Joint decision	1	1	0	0
Leadership group plus one senior admin officer	1	0	0	1
Specialist schools management committee	1	0	1	0
Managed service provider from Local authority	2	0	2	0
Local authority hardware support team	1	1	0	0
Independent consultant	1	0	0	1
No response	1	0	0	1
N	34	4	16	13

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 3.5.24: Person with responsibility for making purchasing decisions (other) for ICT networking equipment and cabling (ICT co-ordinators' question 38CODE1)

Response	All respondents %	Primary %	Secondary %	Special %
Deputy headteacher	5	0	3	2
Assistant headteacher	2	0	2	0
ICT strategic leader	1	0	1	0
ICT strategy group	2	0	1	1
ICT/IT/ITAC committee	4	0	2	2
Director of ICT	2	0	2	0
Property manager	1	1	0	0
School secretary/administrator	2	0	2	0
Technical team	3	0	2	1
Site officer	2	1	0	1
Financial admin officer	1	0	0	1
Leadership group plus one senior admin officer	1	0	0	1
Managed service provider from local authority	2	0	2	0
Local authority hardware support team	1	1	0	0
Independent consultant	1	0	0	1
No response	1	0	0	1
N	30	3	16	11

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 3.5.25: Person with responsibility for making purchasing decisions (other) for ICT technical support and maintenance services (ICT co-ordinator question 38CODE1)

Response	All respondents %	Primary %	Secondary %	Special %
Deputy headteacher	5	0	3	2
Assistant headteacher	2	0	2	0
ICT strategic leader	2	0	1	1
ICT strategy group	1	0	1	0
ICT/IT/ITAC committee	4	0	2	2
Director of ICT	2	0	2	0
Property manager	1	1	0	0
School secretary/administrator	2	0	2	0
Technical team	3	0	2	1
Site officer	1	1	0	0
Financial admin officer	1	0	0	1
Leadership group plus one senior admin officer	1	0	0	1
Local authority hardware support team	1	1	0	0
No response	1	0	0	1
N	27	3	15	9

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

4 Using technology for teaching and learning

4.1 Personalising learning

Table 4.1.1: Learners encouraged to use electronic portfolios (ICT co-ordinator question 24)

Response	All respondents %	Primary %	Secondary %	Special %
Yes – all learners	19	21	25	13
Yes – some learners	31	19	49	27
No learners	49	59	24	59
No response	1	1	2	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

4.2 Learning platforms

Table 4.2.1: Extent to which teachers are fully informed about what a learning platform could contribute to – delivering lessons (senior leaders' question 28A)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	8	5	13	8
Quite well informed	35	27	48	33
Not very well informed	39	46	30	39
Not at all informed	12	18	3	14
Not sure	3	3	4	2
No response	3	2	3	5
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 4.2.2: Extent to which teachers are fully informed about what a learning platform could contribute to – planning work (senior leaders' question 28B)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	9	9	11	8
Quite well informed	35	25	45	38
Not very well informed	38	44	33	34
Not at all informed	12	17	5	13
Not sure	3	3	4	2
No response	3	2	3	5
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 4.2.3: Extent to which teachers are fully informed about what a learning platform could contribute to – assessment (senior leaders' question 28C)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	12	10	14	13
Quite well informed	29	24	34	31
Not very well informed	41	45	41	38
Not at all informed	12	17	5	13
Not sure	3	3	5	2
No response	2	1	2	4
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 4.2.4: Extent to which teachers are fully informed about what a learning platform could contribute to – personalisation of learning (senior leaders' question 28D)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	7	5	9	8
Quite well informed	34	27	42	35
Not very well informed	40	45	36	38
Not at all informed	12	17	4	13
Not sure	3	4	4	2
No response	3	2	4	5
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 4.2.5: Extent to which teachers are fully informed about what a learning platform could contribute to – communicating with learners (senior leaders' question 28E)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	8	4	17	5
Quite well informed	31	24	37	34
Not very well informed	40	46	33	39
Not at all informed	13	19	5	14
Not sure	5	6	5	2
No response	4	2	4	6
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 4.2.6: Extent to which teachers are fully informed about what a learning platform could contribute to – communication between learners (senior leaders' question 28F)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	6	4	13	4
Quite well informed	28	20	34	32
Not very well informed	45	49	41	43
Not at all informed	14	19	5	14
Not sure	4	6	4	2
No response	3	2	3	5
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 4.2.7: Extent to which teachers are fully informed about what a learning platform could contribute to – communicating with colleagues (senior leaders' question 28G)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	11	7	19	9
Quite well informed	33	25	38	38
Not very well informed	37	43	31	34
Not at all informed	12	17	4	12
Not sure	4	6	4	2
No response	3	1	2	5
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 4.2.8: Extent to which teachers are fully informed about what a learning platform could contribute to – communicating with others outside of your school (senior leaders' question 28H)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	8	6	14	5
Quite well informed	29	23	33	34
Not very well informed	42	47	36	41
Not at all informed	14	19	9	13
Not sure	4	5	6	2
No response	3	1	2	5
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 4.2.9: Extent to which respondents are fully informed about what learning platforms could contribute – delivering lessons (ICT co-ordinators' question 32A)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	20	13	32	17
Quite well informed	45	38	52	47
Not very well informed	25	35	13	24
Not at all informed	5	7	1	7
Not sure	3	5	1	4
No response	2	2	2	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.10: Extent to which respondents are fully informed about what learning platforms could contribute – planning work (ICT co-ordinators' question 32B)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	20	13	29	18
Quite well informed	43	35	51	44
Not very well informed	27	38	14	26
Not at all informed	6	8	2	8
Not sure	3	5	2	3
No response	2	2	2	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.11: Extent to which respondents are fully informed about what learning platforms could contribute – assessment (ICT co-ordinators' question 32C)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	17	10	28	15
Quite well informed	41	37	49	40
Not very well informed	30	39	17	32
Not at all informed	6	7	2	9
Not sure	3	4	2	3
No response	2	2	2	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.12: Extent to which respondents are fully informed about what learning platforms could contribute – personalisation of learning (ICT co-ordinators' question 32D)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	27	17	40	25
Quite well informed	41	42	43	38
Not very well informed	22	29	12	24
Not at all informed	6	7	1	8
Not sure	3	4	1	3
No response	2	2	3	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.13: Extent to which respondents are fully informed about what learning platforms could contribute – communicating with learners (ICT co-ordinators' question 32E)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	26	20	36	25
Quite well informed	44	42	49	43
Not very well informed	20	26	10	21
Not at all informed	5	5	1	7
Not sure	3	5	1	3
No response	2	2	2	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.14: Extent to which respondents are fully informed about what learning platforms could contribute – communication between learners (ICT co-ordinators' question 32F)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	24	18	34	21
Quite well informed	40	40	43	37
Not very well informed	25	29	16	27
Not at all informed	6	6	2	9
Not sure	4	5	3	4
No response	2	2	2	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.15: Extent to which respondents are fully informed about what learning platforms could contribute – communication with parents/carers (ICT co-ordinators' question 32G)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	22	18	25	23
Quite well informed	39	37	43	40
Not very well informed	28	34	25	25
Not at all informed	6	6	2	8
Not sure	3	4	3	3
No response	2	2	2	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.16: Extent to which respondents are fully informed about what learning platforms could contribute – communicating with colleagues (ICT co-ordinators' question 32H)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	25	19	35	23
Quite well informed	42	41	42	44
Not very well informed	22	27	15	22
Not at all informed	5	7	3	6
Not sure	3	4	2	3
No response	2	2	2	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.17: Extent to which respondents are fully informed about what learning platforms could contribute – communicating with others outside school (ICT co-ordinators' question 32I)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	19	12	25	20
Quite well informed	38	34	43	38
Not very well informed	31	38	23	30
Not at all informed	7	8	4	8
Not sure	4	5	3	4
No response	2	2	2	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.18: Schools that use a learning platform (ICT co-ordinators' question 33)

Response	All respondents %	Primary %	Secondary %	Special %
Yes	52	40	78	41
No	46	57	20	56
No response	3	3	2	4
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.19: Name of the learning platform the school uses (ICT co-ordinators' question 34CODE1)

Response	All respondents %	Primary %	Secondary %	Special %
Moodle	18	15	23	14
Kaleidos/KLP.RM	9	8	13	5
Fronter	13	13	14	12
Netmedia	4	4	3	4
Uniservity	9	12	6	10
Studywiz	4	7	1	5
Frog/Frog Teacher	5	1	8	3
Talmos	1	0	3	0
Merlin	<1	1	0	0
Assimilate	2	2	<1	3
E-folio/Local E-folio	3	7	<1	3
First Class	1	1	1	1
E2 BN	1	0	0	2
Webanywhere	<1	1	0	0
Digitalbrain	1	1	<1	2
It's Learning	1	0	3	0
Kowari	1	0	0	2
Serco Skulspoke	1	0	2	0
M-GRID	1	2	0	1
Nortle	1	0	1	1

Response	All respondents %	Primary %	Secondary %	Special %
STARZ	<1	1	0	0
Skillspace	<1	1	0	0
CC3	<1	0	0	1
Eclipse	<1	0	1	0
Sol Grid	<1	0	0	1
Sharepoint	1	0	3	0
EduLink	<1	0	<1	0
Sematrix	<1	0	0	1
National/local Grid for Learning	4	5	2	5
Local (learning) gateway	2	6	1	1
Local authority/local portal	2	1	2	5
Local authority VLE	1	0	1	0
London MLE	1	1	0	1
In-house solution (based on mixture)	2	0	2	2
MyMaths	<1	0	0	1
Contentstream	<1	0	<1	0
Engage	<1	0	0	1
Learning platform	2	1	3	2
VLE	2	3	1	3
Portal	1	1	1	0
Other relevant/vague comment	1	1	1	1
Not relevant/uncodeable comment	<1	1	0	0
No response	2	1	2	3
N	335	91	150	93

A multiple-response item.

More than one answer could be given, so percentages may sum to more than 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.20: The way the learning platform was purchased (ICT co-ordinators' question 35)

Response	All respondents %	Primary %	Secondary %	Special %
By school	25	12	43	8
Consortium of schools	6	6	6	6
Local authority	59	74	42	72
Regional broadband consortium	3	5	1	4
Other	6	2	8	8
No response	1	2	0	2
N	335	91	150	93

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.21: Other (ICT co-ordinators' question 35CODE1)

Response	All respondents %	Primary %	Secondary %	Special %
Free/it's free	5	0	4	1
Free download	1	0	0	1
Free from LEA	2	1	0	1
Free sourced by school	4	0	4	0
Indirectly from LEA	1	0	0	1
Trial with company	2	0	0	2
BSF – ICT provision	2	0	1	1
CLC funded	2	0	2	0
Jointly by school and LEA	2	0	2	0
Jointly by local authority and regional broadband consortium	2	1	1	0
N	21	2	13	7

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.22: Frequency with which learning platform is used – for info about learners’ progress – learners (ICT co-ordinators’ question 36A)

Response	All respondents %	Primary %	Secondary %	Special %
At least once a week	20	11	29	14
About once every 2–3 weeks	8	6	9	9
About once a month	7	4	10	4
About once a term	2	3	1	3
Less often	14	16	13	15
Never	19	26	11	24
Not available	22	24	21	20
No response	8	11	5	11
N	335	91	150	93

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.23: Frequency with which learning platform is used – for info about learners’ progress – teaching staff (ICT co-ordinators’ question 36B)

Response	All respondents %	Primary %	Secondary %	Special %
At least once a week	25	17	32	20
About once every 2–3 weeks	10	8	13	6
About once a month	6	10	6	3
About once a term	5	4	4	9
Less often	13	11	13	15
Never	17	26	9	22
Not available	15	14	16	14
No response	9	11	6	11
N	335	91	150	93

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.24: Frequency with which learning platform is used – for info about learners’ progress – management (ICT co-ordinators’ question 36C)

Response	All respondents %	Primary %	Secondary %	Special %
At least once a week	18	17	20	15
About once every 2–3 weeks	8	7	11	4
About once a month	7	5	9	6
About once a term	5	5	4	5
Less often	17	13	18	19
Never	21	26	15	25
Not available	16	16	16	14
No response	9	11	6	11
N	335	91	150	93

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.25: Frequency with which learning platform is used – for info about learners’ progress – parents (ICT co-ordinators’ question 36D)

Response	All respondents %	Primary %	Secondary %	Special %
At least once a week	4	2	4	5
About once every 2–3 weeks	4	3	5	3
About once a month	5	3	8	0
About once a term	4	4	5	3
Less often	14	11	14	18
Never	32	36	27	35
Not available	28	28	30	24
No response	9	12	6	11
N	335	91	150	93

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.26: Frequency with which learning platform is used – for repository of documents – lesson plans (ICT co-ordinators’ question 36E)

Response	All respondents %	Primary %	Secondary %	Special %
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At least once a week	26	16	39	15
About once every 2–3 weeks	9	8	14	1
About once a month	11	10	10	13
About once a term	7	7	6	9
Less often	10	11	8	14
Never	18	25	11	23
Not available	10	13	7	14
No response	9	11	5	12
N	335	91	150	93

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.27: Frequency with which learning platform is used – for repository of documents – learning resources for learners (ICT co-ordinators’ question 36F)

Response	All respondents %	Primary %	Secondary %	Special %
At least once a week	32	18	49	18
About once every 2–3 weeks	15	20	16	8
About once a month	7	6	5	12
About once a term	8	7	8	9
Less often	10	9	7	14
Never	12	17	5	17
Not available	8	12	4	11
No response	8	11	5	12
N	335	91	150	93

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.28: Frequency with which learning platform is used –For repository of documents – teaching software (ICT co-ordinators’ question 36G)

Response	All respondents %	Primary %	Secondary %	Special %
At least once a week	18	12	27	11

About once every 2–3 weeks	12	14	15	4
About once a month	9	6	9	11
About once a term	6	8	5	8
Less often	14	13	12	19
Never	17	21	13	19
Not available	13	13	12	14
No response	11	13	7	14
N	335	91	150	93

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.29: Frequency with which learning platform is used – for online assessment – assessment of learning (ICT co-ordinators’ question 36H)

Response	All respondents %	Primary %	Secondary %	Special %
At least once a week	10	2	18	5
About once every 2–3 weeks	8	8	11	2
About once a month	8	2	12	9
About once a term	9	13	7	10
Less often	13	9	16	12
Never	27	36	16	34
Not available	17	20	14	17
No response	9	11	6	11
N	335	91	150	93

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.30: Frequency with which learning platform is used – for online assessments – Assessment for Learning (ICT co-ordinators’ question 36I)

Response	All respondents %	Primary %	Secondary %	Special %
At least once a week	11	3	19	6
About once every 2–3 weeks	9	7	14	3

About once a month	6	1	7	8
About once a term	8	12	5	10
Less often	14	9	18	14
Never	26	35	17	31
Not available	16	21	13	16
No response	9	11	7	12
N	335	91	150	93

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.31: Frequency with which learning platform is used – for online assessment – hosting e-portfolios (ICT co-ordinators' question 36J)

Response	All respondents %	Primary %	Secondary %	Special %
At least once a week	12	5	20	8
About once every 2–3 weeks	7	5	10	4
About once a month	4	1	8	2
About once a term	5	4	6	4
Less often	13	10	13	16
Never	32	40	25	35
Not available	16	21	12	18
No response	10	14	7	12
N	335	91	150	93

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.32: Frequency with which learning platform is used – for setting homework – learners to store work (ICT co-ordinators' question 36K)

Response	All respondents %	Primary %	Secondary %	Special %
At least once a week	20	8	33	9
About once every 2–3 weeks	8	6	10	8
About once a month	7	8	9	3
About once a term	8	5	11	5

Less often	8	4	9	11
Never	26	36	13	37
Not available	14	23	7	17
No response	9	11	7	11
N	335	91	150	93

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.33: Frequency with which learning platform is used – for setting homework – learners to share work (ICT co-ordinators' question 36L)

Response	All respondents %	Primary %	Secondary %	Special %
At least once a week	14	7	22	9
About once every 2–3 weeks	8	9	11	3
About once a month	9	8	13	3
About once a term	6	7	7	3
Less often	11	6	12	14
Never	29	33	20	38
Not available	14	20	8	18
No response	10	11	8	12
N	335	91	150	93

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.34: Frequency with which learning platform is used – for setting homework – dialogue with a learner about work (ICT co-ordinators' question 36M)

Response	All respondents %	Primary %	Secondary %	Special %
At least once a week	10	6	15	5
About once every 2–3 weeks	10	6	15	4
About once a month	9	5	13	5
About once a term	7	3	11	3
Less often	13	9	14	14

Never	29	37	16	40
Not available	14	21	8	17
No response	10	14	8	11
N	335	91	150	93

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.35: Frequency with which learning platform is used – for Web 2.0 activities – wikis, blogs, podcasting, social networking (ICT co-ordinators' question 36N)

Response	All respondents %	Primary %5	Secondary %	Special %
At least once a week	7	3	13	1
About once every 2–3 weeks	10	9	14	3
About once a month	6	2	9	3
About once a term	6	4	6	6
Less often	11	8	13	11
Never	33	44	23	41
Not available	19	19	15	24
No response	9	11	7	11
N	335	91	150	93

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.2.36: Extent to which respondents are fully informed about what a learning platform could contribute to – delivering lessons (teachers' question 20A)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	12	7	19	5
Quite well informed	34	26	39	36
Not very well informed	30	29	29	33
Not at all informed	15	24	7	16
Not sure	7	12	3	8
No response	2	2	2	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.37: Extent to which respondents are fully informed about what a learning platform could contribute to – planning work (teachers' question 20B)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	11	8	17	6
Quite well informed	32	25	36	34
Not very well informed	32	29	34	33
Not at all informed	15	24	8	16
Not sure	7	11	3	8
No response	2	2	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.38: Extent to which respondents are fully informed about what a learning platform could contribute to – assessment (teachers' question 20C)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	12	7	18	8
Quite well informed	33	26	39	32
Not very well informed	32	31	32	34
Not at all informed	15	24	7	15
Not sure	7	11	3	8
No response	2	3	2	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.39: Extent to which respondents are fully informed about what a learning platform could contribute to – personalisation of learning (teachers' question 20D)

Response	All respondents %	Primary %	Secondary %	Special %
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Very well informed	10	5	18	5
Quite well informed	32	24	37	33
Not very well informed	33	33	31	35
Not at all informed	15	23	8	16
Not sure	8	13	4	9
No response	2	2	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.40: Extent to which respondents are fully informed about what a learning platform could contribute to – communicating with pupils (teachers' question 20E)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	13	9	21	5
Quite well informed	31	24	38	29
Not very well informed	30	28	28	36
Not at all informed	15	24	8	17
Not sure	9	13	4	10
No response	2	2	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.41: Extent to which respondents are fully informed about what a learning platform could contribute to – communicating with colleagues (teachers' question 20F)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	14	8	23	7
Quite well informed	33	27	39	33
Not very well informed	28	28	26	32
Not at all informed	14	23	7	15
Not sure	8	12	3	10
No response	2	3	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.42: Extent to which respondents are fully informed about what a learning platform could contribute to – communicating with parents/carers (teachers' question 20G)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	9	7	13	4
Quite well informed	27	22	33	26
Not very well informed	35	31	36	38
Not at all informed	17	24	12	18
Not sure	10	14	5	12
No response	2	2	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.43: Extent to which respondents are fully informed about what a learning platform could contribute to – communicating with others outside school (teachers' question 20H)

Response	All respondents %	Primary %	Secondary %	Special %
Very well informed	7	5	11	5
Quite well informed	26	21	31	26
Not very well informed	36	32	39	37
Not at all informed	18	25	12	17
Not sure	10	15	5	10
No response	3	3	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.44: Respondents whose school has access to a learning platform (teachers' question 21)

Response	All respondents %	Primary %	Secondary %	Special %
Yes	44	29	64	31

Response	All respondents %	Primary %	Secondary %	Special %
No	29	38	17	35
Do not know	24	30	17	29
No response	3	3	3	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.45: Usefulness of school learning platform – information about pupils’ progress – for pupils (teachers’ question 22A)

Response	All respondents %	Primary %	Secondary %	Special %
Very useful	11	6	15	7
Quite useful	21	18	25	14
Not very useful	12	6	12	17
Not at all useful	6	5	5	11
Not available	42	55	36	43
No response	8	10	7	7
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.46: Usefulness of school learning platform – information about pupils’ progress – for teaching staff (teachers’ question 22B)

Response	All respondents %	Primary %	Secondary %	Special %
Very useful	25	18	29	19
Quite useful	28	24	27	33
Not very useful	7	5	7	8
Not at all useful	4	4	4	3
Not available	29	38	26	30
No response	7	10	6	7
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.47: Usefulness of school learning platform – information about pupils' progress – for teaching support staff (teachers' question 22C)

Response	All respondents %	Primary %	Secondary %	Special %
Very useful	15	8	19	7
Quite useful	29	24	30	31
Not very useful	12	10	11	16
Not at all useful	5	4	5	4
Not available	32	43	28	34
No response	8	12	7	7
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.48: Usefulness of school learning platform – information about pupils' progress – for management (teachers' question 22D)

Response	All respondents %	Primary %	Secondary %	Special %
Very useful	26	22	28	25
Quite useful	25	20	27	24
Not very useful	6	3	7	8
Not at all useful	4	4	4	4
Not available	30	39	27	31
No response	8	12	8	8
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.49: Usefulness of school learning platform – information about pupils' progress – for parents (teachers' question 22E)

Response	All respondents %	Primary %	Secondary %	Special %
Very useful	10	6	14	3
Quite useful	19	14	20	22
Not very useful	11	8	12	12
Not at all useful	5	5	5	7
Not available	45	56	40	49

Response	All respondents %	Primary %	Secondary %	Special %
No response	9	11	9	8
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.50: Usefulness of school learning platform – repository of documents for learning and teaching – lesson plans (teachers' question 22F)

Response	All respondents %	Primary %	Secondary %	Special %
Very useful	27	21	32	17
Quite useful	31	28	32	31
Not very useful	13	11	14	13
Not at all useful	5	6	4	5
Not available	16	22	10	26
No response	9	12	7	8
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.51: Usefulness of school learning platform – repository of documents for learning and teaching – learning resources (teachers' question 22G)

Response	All respondents %	Primary %	Secondary %	Special %
Very useful	35	20	44	21
Quite useful	34	37	32	34
Not very useful	8	7	8	10
Not at all useful	3	3	3	5
Not available	12	21	5	22
No response	8	11	7	8
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.52: Usefulness of school learning platform – repository of documents for learning and teaching – teaching software (teachers' question 22H)

Response	All respondents %	Primary %	Secondary %	Special %
Very useful	24	16	29	17
Quite useful	33	39	29	36
Not very useful	14	8	16	14
Not at all useful	4	4	4	2
Not available	17	23	13	22
No response	9	10	9	9
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.53: Usefulness of school learning platform – online assessment – assessment of learning (teachers' question 22I)

Response	All respondents %	Primary %	Secondary %	Special %
Very useful	18	10	23	14
Quite useful	25	21	27	25
Not very useful	12	10	12	17
Not at all useful	6	8	5	7
Not available	28	38	24	28
No response	10	13	9	9
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.54: Usefulness of school learning platform – Online assessment – Assessment for Learning (teachers' question 22J)

Response	All respondents %	Primary %	Secondary %	Special %
Very useful	15	9	19	9
Quite useful	26	20	29	24
Not very useful	14	10	13	19
Not at all useful	7	8	7	7
Not available	28	39	23	31
No response	10	13	9	10
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.55: Usefulness of school learning platform – online assessment – hosting e-portfolios (teachers' question 22K)

Response	All respondents %	Primary %	Secondary %	Special %
Very useful	14	13	16	7
Quite useful	21	16	25	17
Not very useful	12	10	12	15
Not at all useful	7	7	7	8
Not available	34	41	28	42
No response	12	14	12	12
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.56: Usefulness of school learning platform – setting homework – for pupils to store work (teachers’ question 22L)

Response	All respondents %	Primary %	Secondary %	Special %
Very useful	23	16	30	10
Quite useful	26	21	29	22
Not very useful	12	7	14	14
Not at all useful	7	10	4	10
Not available	24	34	16	36
No response	8	12	7	8
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.57: Usefulness of school learning platform – setting homework – for pupils to share work (teachers’ question 22M)

Response	All respondents %	Primary %	Secondary %	Special %
Very useful	19	17	23	7
Quite useful	26	26	28	21
Not very useful	13	6	16	13
Not at all useful	7	7	5	12
Not available	26	32	20	38
No response	9	12	8	9
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.58: Usefulness of school learning platform – setting homework – dialogue with pupils about work (teachers' question 22N)

Response	All respondents %	Primary %	Secondary %	Special %
Very useful	15	10	21	4
Quite useful	23	25	25	14
Not very useful	15	8	18	14
Not at all useful	9	9	8	13
Not available	28	36	20	45
No response	9	12	8	9
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.59: Usefulness of school learning platform – Web 2.0-related activities – wikis, blogs, podcasting, social networking (teachers' question 22O)

Response	All respondents %	Primary %	Secondary %	Special %
Very useful	9	7	11	2
Quite useful	19	25	20	9
Not very useful	13	4	15	15
Not at all useful	7	7	8	6
Not available	41	44	35	57
No response	12	14	11	12
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.60: Ease of activity using school learning platform – find learning resources (teachers’ question 23A)

Response	All respondents %	Primary %	Secondary %	Special %
Very easy	16	13	20	9
Quite easy	35	32	37	33
Quite difficult	14	16	14	15
Very difficult	3	3	4	4
Does not have this facility	7	11	5	8
Not sure	17	18	15	21
No response	7	8	6	10
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.61: Ease of activity using school learning platform – create new resources (teachers’ question 23B)

Response	All respondents %	Primary %	Secondary %	Special %
Very easy	17	9	23	7
Quite easy	30	29	32	27
Quite difficult	19	20	17	20
Very difficult	5	3	6	6
Does not have this facility	5	11	2	10
Not sure	17	20	14	20
No response	7	8	6	11
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.62: Ease of activity using school learning platform – share resources with other teachers (teachers’ question 23C)

Response	All respondents %	Primary %	Secondary %	Special %
Very easy	18	12	23	9
Quite easy	33	35	32	30
Quite difficult	16	15	18	13
Very difficult	4	5	4	6
Does not have this facility	4	7	2	7
Not sure	17	18	14	23
No response	7	7	6	12
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.63: Ease of activity using school learning platform – communicate with pupils (teachers’ question 23D)

Response	All respondents %	Primary %	Secondary %	Special %
Very easy	12	12	14	6
Quite easy	27	26	31	17
Quite difficult	14	9	16	15
Very difficult	5	5	5	5
Does not have this facility	13	20	10	17
Not sure	20	19	18	27
No response	8	9	6	12
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.64: Ease of activity using school learning platform – communicate with parents (teachers’ question 23E)

Response	All respondents %	Primary %	Secondary %	Special %
Very easy	4	7	3	3
Quite easy	16	19	17	11
Quite difficult	16	7	20	14
Very difficult	5	4	5	7
Does not have this facility	27	32	25	27
Not sure	24	22	23	27
No response	9	10	7	12
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.65: Ease of activity using school learning platform – monitor and evaluate pupils' progress (teachers’ question 23F)

Response	All respondents %	Primary %	Secondary %	Special %
Very easy	9	8	10	9
Quite easy	24	17	25	26
Quite difficult	17	14	19	15
Very difficult	6	5	6	5
Does not have this facility	16	24	14	12
Not sure	21	23	19	22
No response	8	8	7	11
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.2.66: Extent to which respondents upload and store digital learning resources (teachers' question 24)

Response	All respondents %	Primary %	Secondary %	Special %
Often	31	18	39	23
Sometimes	26	30	23	28
Rarely	21	23	21	17
Never	10	16	6	15
I do not know how	7	8	6	8
No response	6	6	4	9
N	708	153	417	138

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

4.3 Digital learning resources

Table 4.3.1: Fitness for purpose of digital learning resources (ICT co-ordinator question 17)

Response	All respondents %	Primary %	Secondary %	Special %
Very good	25	19	28	29
Quite good	64	67	64	60
Not very good	8	12	5	8
Not at all good	1	2	1	2
No response	1	1	2	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.3.2: The way in which decisions are made about the use of digital learning resources (ICT co-ordinators' question 18)

Response	All respondents %	Primary %	Secondary %	Special %
Individual teachers with input from others	28	31	16	34
Department heads with input from teachers	24	20	40	16
Whole-school policy	30	34	26	29
Support staff with teachers and department heads	15	11	16	18
Provided at local authority or RBClevel	1	0	<1	1
No response	3	4	2	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.3.3: Extent to which methods are used to identify digital learning resources – internet search engines (ICT co-ordinators' question 19A)

Response	All respondents %	Primary %	Secondary %	Special %
A great extent	47	45	48	49
Some extent	38	38	39	38
A little	11	12	10	10
Not at all	1	2	<1	0
Do not know	1	1	1	<1
No response	2	2	2	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.3.4: Extent to which methods are used to identify digital learning resources – school's learning platform (ICT co-ordinators' question 19B)

Response	All respondents %	Primary %	Secondary %	Special %
A great extent	8	7	14	4
Some extent	21	17	29	18
A little	17	15	19	18
Not at all	42	49	29	46
Do not know	4	5	3	4
No response	8	7	5	11
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.3.5: Extent to which methods are used to identify digital learning resources – paper-based product catalogues (ICT co-ordinators' question 19C)

Response	All respondents %	Primary %	Secondary %	Special %
A great extent	10	12	4	14
Some extent	44	35	48	50
A little	34	39	37	26
Not at all	5	6	6	4
Do not know	3	4	2	2
No response	5	5	3	5
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.3.6: Extent to which methods are used to identify digital learning resources – asking other teachers in the school (ICT co-ordinators' question 19D)

Response	All respondents %	Primary %	Secondary %	Special %
A great extent	9	11	5	10
Some extent	50	48	58	47
A little	30	30	29	32

Not at all	4	5	2	5
Do not know	2	1	2	1
No response	4	4	4	5
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.3.7: Extent to which methods are used to identify digital learning resources – asking teachers from other schools (ICT co-ordinators' question 19E)

Response	All respondents %	Primary %	Secondary %	Special %
A great extent	6	7	7	5
Some extent	43	44	46	38
A little	36	34	36	38
Not at all	9	10	6	11
Do not know	3	2	2	4
No response	3	3	3	4
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.3.8: Extent to which methods are used to identify digital learning resources – using familiar websites and portals (ICT co-ordinators' question 19F)

Response	All respondents %	Primary %	Secondary %	Special %
A great extent	14	15	8	19
Some extent	46	47	50	41
A little	26	23	29	25
Not at all	6	10	5	4
Do not know	4	2	5	5
No response	4	4	4	5
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.3.9: Extent to which methods are used to identify digital learning resources – commercial providers (ICT co-ordinators' question 19G)

Response	All respondents %	Primary %	Secondary %	Special %
A great extent	9	6	8	12
Some extent	45	42	50	43
A little	34	36	33	31
Not at all	4	6	3	4
Do not know	5	6	2	6
No response	4	5	4	4
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.3.10: Ease of selecting and sourcing digital teaching and learning resources – lesson planning (ICT co-ordinators' question 20A)

Response	All respondents %	Primary %	Secondary %	Special %
Very easy	19	26	14	17
Quite easy	57	58	57	57
Quite difficult	11	7	14	13
Very difficult	2	1	1	3
Not had to	6	5	7	5
Do not know	2	1	4	2
No response	2	2	4	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.3.11: Ease of selecting and sourcing digital teaching and learning resources – lesson delivery (ICT co-ordinators' question 20B)

Response	All respondents %	Primary %	Secondary %	Special %
Very easy	17	21	14	16
Quite easy	59	61	57	59
Quite difficult	13	10	16	13
Very difficult	1	<1	1	2
Not had to	5	4	6	6
Do not know	2	1	3	2
No response	2	2	4	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.3.12: Ease of selecting and sourcing digital teaching and learning resources – school management purposes (ICT co-ordinators' question 20C)

Response	All respondents %	Primary %	Secondary %	Special %
Very easy	14	12	14	15
Quite easy	46	47	52	41
Quite difficult	16	14	17	16
Very difficult	2	1	1	3
Not had to	12	15	7	13
Do not know	7	8	4	9
No response	3	3	4	3
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.3.13: Ease of selecting and sourcing digital teaching and learning resources – learner assessment (ICT co-ordinators' question 20D)

Response	All respondents %	Primary %	Secondary %	Special %
Very easy	10	8	10	13
Quite easy	43	44	49	37
Quite difficult	25	26	21	27
Very difficult	5	3	5	7
Not had to	9	10	8	8
Do not know	5	5	4	5
No response	3	3	4	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.3.14: Ease of selecting and sourcing digital teaching and learning resources – personalised learning (ICT co-ordinators' question 20E)

Response	All respondents %	Primary %	Secondary %	Special %
Very easy	7	5	8	9
Quite easy	42	39	48	41
Quite difficult	28	32	23	30
Very difficult	4	2	6	6
Not had to	10	12	8	9
Do not know	4	5	4	4
No response	3	4	4	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.3.15: Ease of selecting and sourcing digital teaching and learning resources – professional development (ICT co-ordinators' question 20F)

Response	All respondents %	Primary %	Secondary %	Special %
Very easy	10	9	8	12
Quite easy	53	53	50	54
Quite difficult	20	20	21	17
Very difficult	3	2	3	4
Not had to	7	7	7	6
Do not know	6	6	6	5
No response	3	3	4	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.3.16: Confidence that staff are able to make the best use of digital learning resources – presentations (ICT co-ordinators' question 43A)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	33	25	51	25
Confident	52	58	42	54
Not very confident	13	14	5	18
Not at all confident	1	1	0	2
Not sure	<1	<1	1	<1
No response	2	2	2	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.3.17: Confidence that staff are able to make the best use of digital learning resources – spreadsheets (ICT co-ordinators' question 43B)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	9	7	16	6
Confident	27	29	37	18
Not very confident	48	46	40	57
Not at all confident	11	12	5	15
Not sure	3	5	1	3
No response	2	2	2	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.3.18: Confidence that staff are able to make the best use of digital learning resources – multimedia resources (ICT co-ordinators' question 43C)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	19	18	20	19
Confident	50	54	48	46
Not very confident	25	22	25	29
Not at all confident	3	2	3	4
Not sure	2	2	2	1
No response	2	3	2	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.3.19: Confidence that staff are able to make the best use of digital learning resources – text documents (ICT co-ordinators' question 43D)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	51	52	52	48
Confident	44	44	43	44
Not very confident	3	1	2	6
Not at all confident	<1	0	0	1
Not sure	1	1	1	<1
No response	1	2	2	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.3.20: Confidence that staff are able to make the best use of digital learning resources – images (ICT co-ordinators' question 43E)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	35	35	33	38
Confident	53	55	51	51
Not very confident	9	9	11	9
Not at all confident	<1	0	1	0
Not sure	1	0	1	1
No response	2	2	3	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.3.21: Create digital learning resources themselves (teachers' question 7)

Response	All respondents %	Primary %	Secondary %	Special %
Yes, often	61	53	73	54
Yes, sometimes	33	39	23	39
No	6	8	4	7
No response	<1	<1	<1	<1
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.22: Reasons for creating digital learning resources (teachers' questions 8.1 to 8.6)

Response	All respondents %	Primary %	Secondary %	Special %
Other resources expensive	32	24	42	24
Other resources insufficient	68	62	67	77
Do not know where to find resources	8	13	6	7
Do not know how to use resources	2	3	1	2
Enjoy creating own resources	59	56	67	51
Other	19	18	16	23
No response	1	1	1	<1
N	1,518	478	628	411

A multiple-response item.

More than one answer could be given, so percentages may sum to more than 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.23: Reasons for creating digital learning resources – other (teachers' question 8CODE1)

Response	All respondents %	Primary %	Secondary %	Special %
To best meet the needs of my pupils	99	28	24	48
Tailor them exactly to my needs	39	20	16	3
To differentiate topics for SEN	19	0	0	19
Specific to the needs of the lesson/subject	49	17	27	5
To use materials specific to the local area	3	0	2	1
To engage/motivate/stimulate the pupils	17	6	8	3
Quicker/easier to do myself	10	6	2	2
Easy for pupils to access	1	0	0	1
Easier to work with personalised resources	3	1	1	1
Best/most efficient way on occasions	5	1	1	3
Quality is better	9	1	8	0
To provide variety	1	0	1	0
To support departmental colleagues	4	1	2	1
To improve quality of teaching and learning	3	2	1	0
To collate/improve existing resources	2	0	2	0
Reusable once created	4	0	2	2
To break down topics to smaller pieces	1	0	0	1
To record work/research	1	1	0	0
For professional development	4	2	2	0

Response	All respondents %	Primary %	Secondary %	Special %
Can be related to school and outreach	1	0	0	1
School encourages it	1	1	0	0
Other resources not available	5	1	1	3
Not relevant/uncodeable comment	1	0	0	1
No response	4	1	2	1
N	285	88	101	96

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.24: Share digital learning resources – with teachers and teaching support staff within my school (teachers' question 9A)

Response	All respondents %	Primary %	Secondary %	Special %
Yes often	48	39	60	39
Yes, sometimes	47	55	37	55
No, never	3	4	2	4
Do not create own digital learning resources	<1	<1	<1	<1
No response	1	1	1	1
N	1,518	478	628	411

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.25: Share digital learning resources – With teachers and teaching support staff from other schools (teachers' question 9B)

Response	All respondents %	Primary %	Secondary %	Special %
Yes, often	4	2	7	3
Yes, sometimes	40	30	51	33
No, never	41	50	31	47
Do not create own digital learning resources	<1	<1	<1	<1

Response	All respondents %	Primary %	Secondary %	Special %
No response	15	18	11	17
N	1,518	478	628	411

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.26: Share digital learning resources – with others (teachers' question 9C)

Response	All respondents %	Primary %	Secondary %	Special %
Yes, often	3	1	5	2
Yes, sometimes	11	10	12	10
No, never	31	33	28	34
Do not create own digital learning resources	<1	<1	<1	<1
No response	54	55	55	53
N	1,518	478	628	411

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.27: Share digital learning resources – with others (teachers' question 9CODE1)

Response	All respondents %	Primary %	Secondary %	Special %
Local authority staff/advisers	6	1	5	0
Creative partnerships	1	0	0	1
Sports College representatives	1	0	0	1
Other agencies/multiple agencies	3	2	1	0
University lecturers	3	0	2	1
Network groups	5	1	3	1
ASTs	1	0	1	0
SEN forum	1	0	0	1
Early Years practitioner	1	1	0	0

Response	All respondents %	Primary %	Secondary %	Special %
PGCE students	2	0	2	0
Trainee/student teachers	4	0	4	0
NQTs	1	0	1	0
Teachers on Science course	1	1	0	0
Parents	14	7	1	7
Pupils/Students	21	6	12	3
School council	1	0	1	0
School governors	1	0	0	1
Class support staff	4	2	1	1
Supply staff	1	1	0	0
Friends (eg who teach/have young children)	3	1	1	1
Interested parties outside school	1	0	1	0
Family members who are teachers	1	1	0	0
Through own website	3	0	2	1
Through 'share resources' websites	6	1	3	2
TEACH.NET.UK	1	0	1	0
teachertechnologies.com	2	0	2	0
'Restuff' online	1	0	1	0
Via subject websites	1	0	1	0
TES website	1	0	1	0
Via teaching websites	2	1	0	1
Sharing on VLE	1	1	0	0
Write magazine articles	1	0	1	0
Anyone visiting department	1	0	1	0
When asked to do so	1	0	1	0

Response	All respondents %	Primary %	Secondary %	Special %
Expands on ticked answer (eg by specifying department/subject)	5	0	4	1
Other relevant/vague comment	2	0	2	0
Not relevant/uncodeable comment	2	1	0	1
No response	585	186	233	167
N	690	215	283	191

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.28: Extent to which teachers reported adapting digital learning resources to suit their own needs – presentations (teachers' question 10A)

Response	All respondents %	Primary %	Secondary %	Special %
At least once a week	16	17	20	9
Once every 2–3 weeks	19	19	21	17
Once a month	18	16	20	18
Once a term	17	15	16	20
Less often	16	17	13	19
Never	12	14	9	14
No response	2	2	2	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.29: Extent to which teachers reported adapting digital learning resources to suit their own needs – spreadsheets (teachers' question 10B)

Response	All respondents %	Primary %	Secondary %	Special %
At least once a week	4	1	6	2
Once every 2–3 weeks	8	3	14	6
Once a month	12	8	17	8
Once a term	17	18	18	12

Less often	27	32	23	27
Never	30	35	19	39
No response	3	3	3	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.30: Extent to which teachers reported adapting digital learning resources to suit their own needs – multimedia resources (teachers' question 10C)

Response	All respondents %	Primary %	Secondary %	Special %
At least once a week	8	9	7	10
Once every 2–3 weeks	18	20	17	18
Once a month	18	17	20	18
Once a term	17	16	16	17
Less often	20	21	21	19
Never	15	14	16	14
No response	3	3	3	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.31: Extent to which teachers reported adapting digital learning resources to suit their own needs – text documents (teachers' question 10D)

Response	All respondents %	Primary %	Secondary %	Special %
At least once a week	30	33	28	31
Once every 2–3 weeks	22	23	23	21
Once a month	17	18	17	15
Once a term	12	8	14	14
Less often	10	12	10	10
Never	7	5	7	8
No response	2	1	2	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.32: Extent to which teachers reported adapting digital learning resources to suit their own needs – images (teachers' question 10E)

Response	All respondents %	Primary %	Secondary %	Special %
At least once a week	22	22	19	28
Once every 2–3 weeks	24	28	22	24
Once a month	16	15	18	14
Once a term	13	13	12	13
Less often	14	14	15	12
Never	9	7	13	8
No response	2	1	2	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.33: Extent to which respondents reported making use of digital learning resources when planning lessons – software on CD-ROM/DVD (teachers' question 11A)

Response	All respondents %	Primary %	Secondary %	Special %
All or most lessons	6	5	5	6
More than half of lessons	13	13	12	14
Half of lessons	18	20	17	17
Less than half of lessons	40	43	36	41
Rarely or never	20	15	26	17
No response	4	3	3	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.34: Extent to which respondents reported making use of digital learning resources when planning lessons – websites for teachers (teachers' question 11B)

Response	All respondents %	Primary %	Secondary %	Special %
All or most lessons	11	15	7	13

More than half of lessons	22	31	16	21
Half of lessons	23	23	23	25
Less than half of lessons	33	25	40	32
Rarely or never	9	5	13	7
No response	2	1	2	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.35: Extent to which respondents reported making use of digital learning resources when planning lessons – other websites (teachers' question 11C)

Response	All respondents %	Primary %	Secondary %	Special %
All or most lessons	7	7	7	8
More than half of lessons	17	15	18	18
Half of lessons	24	23	26	23
Less than half of lessons	35	38	34	35
Rarely or never	12	14	12	11
No response	4	4	3	6
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.36: Extent to which respondents reported making use of digital learning resources when planning lessons – resources created themselves (teachers' question 11D)

Response	All respondents %	Primary %	Secondary %	Special %
All or most lessons	20	15	29	13
More than half of lessons	25	22	28	26
Half of lessons	23	22	21	26
Less than half of lessons	22	29	15	24
Rarely or never	8	10	5	9
No response	2	1	2	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.37: Extent to which respondents reported making use of digital learning resources when planning lessons – resources colleagues created (teachers' question 11E)

Response	All respondents %	Primary %	Secondary %	Special %
All or most lessons	4	3	7	2
More than half of lessons	13	13	17	8
Half of lessons	16	16	19	11
Less than half of lessons	37	34	37	40
Rarely or never	27	32	18	35
No response	2	2	2	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.38: Extent to which respondents reported making use of digital learning resources when planning lessons – online subscription services (teachers' question 11F)

Response	All respondents %	Primary %	Secondary %	Special %
All or most lessons	2	4	2	2
More than half of lessons	7	9	5	7
Half of lessons	10	11	11	8
Less than half of lessons	21	23	20	19
Rarely or never	56	51	59	57
No response	4	2	3	6
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.39: Rating of curriculum-related software available – fitness for purpose (teachers' question 12A)

Response	All respondents %	Primary %	Secondary %	Special %
Very high	8	8	9	8
Quite high	67	78	61	62
Poor	15	6	18	20
Very poor	2	1	2	3
Not sure	6	4	7	5
No response	3	2	4	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.40: Rating of curriculum-related software available – ease of use (teachers' question 12B)

Response	All respondents %	Primary %	Secondary %	Special %
Very high	10	10	10	8
Quite high	72	77	66	74
Poor	10	7	13	9
Very poor	<1	<1	1	<1
Not sure	5	3	7	5
No response	3	2	4	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.41: Rating of curriculum-related software available – quality of visual design (teachers' question 12C)

Response	All respondents %	Primary %	Secondary %	Special %
Very high	10	8	10	11
Quite high	71	80	64	71
Poor	10	5	14	9
Very poor	1	<1	1	<1
Not sure	6	5	7	5
No response	3	2	4	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.42: Rating of curriculum-related software available – accuracy of information (teachers' question 12D)

Response	All respondents %	Primary %	Secondary %	Special %
Very high	10	9	12	9
Quite high	70	75	65	72
Poor	8	7	10	8
Very poor	<1	1	1	0
Not sure	7	6	8	8
No response	3	3	4	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.43: Rating of curriculum-related software available – level of interactivity (teachers' question 12E)

Response	All respondents %	Primary %	Secondary %	Special %
Very high	9	9	6	11
Quite high	60	69	52	61
Poor	20	14	27	19
Very poor	2	1	3	1
Not sure	6	5	8	5
No response	3	2	4	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.3.44: Rating of curriculum-related software available – enjoyment using the software (teachers' question 12F)

Response	All respondents %	Primary %	Secondary %	Special %
Very high	11	14	7	13
Quite high	63	71	57	64
Poor	14	7	19	13
Very poor	2	1	3	1
Not sure	7	5	9	5
No response	3	2	4	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

4.4 Use of ICT resources in lessons to support learning

Table 4.4.1: Extent to which learners are encouraged to use ICT – online discussion groups (ICT co-ordinators' question 23A)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	2	1	3	2
To some extent	23	12	48	11
Not at all	62	75	36	73
Learners discouraged from using	9	9	5	12
Not heard of this	<1	0	<1	0
Do not know	3	1	5	2
No response	1	1	3	0
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.2: Extent to which learners are encouraged to use ICT – blogs (ICT co-ordinator question 23B)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	1	1	2	1
To some extent	25	17	47	13
Not at all	62	71	37	73
Learners discouraged from using	7	6	5	9
Not heard of this	<1	0	<1	0
Do not know	3	2	5	4
No response	2	1	4	<1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.3: Extent to which learners are encouraged to use ICT – wikis (ICT co-ordinator question 23C)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	2	<1	6	2
To some extent	28	19	52	17
Not at all	56	66	31	66
Learners discouraged from using	5	5	2	6
Not heard of this	2	2	1	3
Do not know	4	3	5	4
No response	3	4	3	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.4: Extent to which learners are encouraged to use ICT – instant messaging (ICT co-ordinators' question 23D)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	1	<1	1	1
To some extent	12	9	12	15
Not at all	68	76	60	68
Learners discouraged from using	15	11	21	14
Do not know	2	2	4	2
No response	2	2	3	<1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.5: Extent to which learners are encouraged to use ICT – social networking (ICT co-ordinators' question 23E)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	1	1	1	<1
To some extent	9	7	11	9
Not at all	69	76	58	72
Learners discouraged from using	17	13	23	15
Not heard of this	<1	<1	0	0
Do not know	3	3	3	3
No response	2	1	3	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.6: Extent to which learners are encouraged to use ICT – social bookmarking (ICT co-ordinators' question 23F)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	<1	<1	0	<1
To some extent	4	3	5	5
Not at all	72	79	64	73
Learners discouraged from using	12	10	13	12
Not heard of this	5	3	6	5
Do not know	5	4	7	4
No response	2	1	5	<1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.7: Extent to which learners are encouraged to use ICT – online virtual worlds (ICT co-ordinators' question 23G)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	1	1	0	1
To some extent	20	21	18	19
Not at all	62	63	59	65
Learners discouraged from using	11	10	13	11
Not heard of this	<1	0	1	<1
Do not know	3	3	4	3
No response	2	2	4	<1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.8: Extent to which learners are encouraged to use ICT – media-sharing websites (ICT co-ordinators' question 23H)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	3	1	5	2
To some extent	22	13	32	24
Not at all	56	71	38	57
Learners discouraged from using	14	12	18	14
Do not know	2	2	4	2
No response	1	1	3	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.9: Extent to which learners are encouraged to use ICT – podcasting (ICT co-ordinators' question 23I)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	4	3	7	1
To some extent	33	25	56	22
Not at all	54	63	29	66
Learners discouraged from using	4	5	1	6
Not heard of this	<1	0	<1	0
Do not know	3	2	4	3
No response	2	2	2	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.10: Helpfulness of sources of advice about using ICT in teaching – the local authority (ICT co-ordinators' question 25A)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	20	20	20	19
Helpful	54	58	48	55
Not very helpful	18	16	21	19
Not at all helpful	3	1	4	4
Not used	3	2	2	4
No response	2	2	5	<1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.11: Helpfulness of sources of advice about using ICT in teaching – other staff in school (ICT co-ordinators' question 25B)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	17	14	19	17
Helpful	65	70	63	61
Not very helpful	14	14	12	16
Not at all helpful	1	1	<1	2
Not used	2	<1	2	4
No response	2	1	4	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.12: Helpfulness of sources of advice about using ICT in teaching – staff in other schools (ICT co-ordinators' question 25C)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	8	7	12	4
Helpful	63	65	65	59
Not very helpful	13	14	11	15
Not at all helpful	2	2	1	2
Not used	13	13	7	19
No response	1	<1	4	<1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.13: Helpfulness of sources of advice about using ICT in teaching – learners (ICT co-ordinators' question 25D)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	4	6	4	2
Helpful	47	46	63	33
Not very helpful	25	25	18	31
Not at all helpful	6	3	3	11
Not used	15	16	8	21
No response	3	3	4	3
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.14: Helpfulness of sources of advice about using ICT in teaching – parents (ICT co-ordinators' question 25E)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	1	0	2	<1
Helpful	13	17	13	9
Not very helpful	43	42	52	38
Not at all helpful	9	8	6	14
Not used	31	32	24	36
No response	2	2	4	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.15: Helpfulness of sources of advice about using ICT in teaching – professional associations (ICT co-ordinators' question 25F)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	4	1	7	3
Helpful	38	41	36	39
Not very helpful	29	28	33	26
Not at all helpful	4	3	5	4
Not used	22	24	16	25
No response	3	3	4	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.16: Helpfulness of sources of advice about using ICT in teaching – unions (ICT co-ordinators' question 25G)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	1	<1	1	1
Helpful	10	10	10	9
Not very helpful	36	37	35	35
Not at all helpful	13	9	18	14
Not used	37	41	29	40
No response	3	2	6	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.17: Helpfulness of sources of advice about using ICT in teaching – independent trainers and consultants (ICT co-ordinators' question 25H)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	8	6	8	11
Helpful	52	57	44	55
Not very helpful	19	19	22	15
Not at all helpful	3	2	4	3
Not used	15	13	17	15
No response	2	2	4	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.18: Helpfulness of sources of advice about using ICT in teaching – commercial suppliers (ICT co-ordinators' question 25I)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	5	4	5	7
Helpful	52	49	54	52
Not very helpful	24	27	24	19
Not at all helpful	3	3	2	4
Not used	13	14	11	14
No response	3	3	4	3
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.19: Helpfulness of sources of advice about using ICT in teaching – Becta (ICT co-ordinators' question 25J)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	13	12	13	15
Helpful	55	55	57	54
Not very helpful	13	13	14	12
Not at all helpful	2	1	2	2
Not used	14	16	10	14
No response	3	3	4	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.20: Helpfulness of sources of advice about using ICT in teaching – other agencies (ICT co-ordinators' question 25K)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	3	1	2	5
Helpful	22	17	24	26
Not very helpful	11	12	15	7
Not at all helpful	1	1	1	1
Not used	38	47	30	34
No response	25	22	27	27
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.21: Extent to which learners are allowed to use their own devices for learning in lessons – mobile phones (ICT co-ordinators' question 31A)

Response	All respondents %	Primary %	Secondary %	Special %
Often	<1	0	0	1
Sometimes	8	1	17	7
Rarely	15	5	29	13
Never	73	90	49	77
Do not know	2	2	2	2
No response	2	1	3	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.22: Extent to which learners are allowed to use their own devices for learning in lessons – handheld computers (ICT co-ordinators' question 31B)

Response	All respondents %	Primary %	Secondary %	Special %
Often	1	0	2	1
Sometimes	5	1	13	4
Rarely	12	5	23	9
Never	76	90	55	81
Do not know	4	3	5	4
No response	2	1	3	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.23: Extent to which learners are allowed to use their own devices for learning in lessons – laptops (ICT co-ordinators' question 31C)

Response	All respondents %	Primary %	Secondary %	Special %
Often	5	1	7	6
Sometimes	15	3	28	16
Rarely	20	10	34	19
Never	56	82	25	56
Do not know	2	3	1	2
No response	2	1	4	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.24: Extent to which learners are allowed to use their own devices for learning in lessons – handheld games console (ICT co-ordinators' question 31D)

Response	All respondents %	Primary %	Secondary %	Special %
Often	1	<1	0	3
Sometimes	7	4	3	14
Rarely	17	11	17	22
Never	69	79	72	58
Do not know	3	3	4	3
No response	2	2	3	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 4.4.25: Extent to which the school has allowed/enabled pupils to use their own devices for learning in lessons – mobile phones (teachers' question 15A)

Response	All respondents %	Primary %	Secondary %	Special %
Often	1	0	2	1
Sometimes	7	1	12	6
Rarely	13	4	19	14
Never	66	85	53	64
Do not know	12	10	13	13
No response	1	1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.26: Extent to which the school has allowed/enabled pupils to use their own devices for learning in lessons – handheld computers (teachers' question 15B)

Response	All respondents %	Primary %	Secondary %	Special %
Often	2	<1	2	3
Sometimes	5	1	6	7
Rarely	12	5	17	12
Never	64	82	53	60
Do not know	16	11	20	15
No response	2	1	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.27: Extent to which the school has allowed/enabled pupils to use their own devices for learning in lessons – laptops (teachers' question 15C)

Response	All respondents %	Primary %	Secondary %	Special %
Often	10	8	13	8
Sometimes	15	7	21	18
Rarely	16	7	23	16
Never	45	67	29	43
Do not know	12	10	13	12
No response	1	1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.28: Extent to which the school has allowed/enabled pupils to use their own devices for learning in lessons – handheld games consoles (teachers' question 15D)

Response	All respondents %	Primary %	Secondary %	Special %
Often	1	<1	<1	2
Sometimes	7	3	3	18
Rarely	12	9	10	17
Never	66	77	67	49
Do not know	14	10	18	12
No response	1	1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.29: Extent respondents use ICT in lessons – for finding, selecting and synthesising information (teachers' question 27A)

Response	All respondents %	Primary %	Secondary %	Special %
Often	39	36	41	38
Sometimes	43	45	41	42
Rarely	11	10	12	11
Never	4	4	3	5
Not sure	2	3	<1	1
No response	2	2	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.30: Extent respondents use ICT in lessons – for enabling pupils to share information with other pupils at the school (teachers' question 27B)

Response	All respondents %	Primary %	Secondary %	Special %
Often	10	7	14	9
Sometimes	26	23	28	26
Rarely	34	36	31	35
Never	27	32	24	26
Not sure	1	1	1	<1
No response	2	1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.31: Extent respondents use ICT in lessons – for enabling pupils to share information with pupils in other schools (teachers' question 27C)

Response	All respondents %	Primary %	Secondary %	Special %
Often	2	1	3	1
Sometimes	6	5	6	8
Rarely	23	24	22	24
Never	66	68	66	64
Not sure	2	2	2	1
No response	1	1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.32: Extent respondents use ICT in lessons – for enabling pupils to share information with teaching staff (teachers' question 27D)

Response	All respondents %	Primary %	Secondary %	Special %
Often	7	2	13	5
Sometimes	25	19	31	22
Rarely	32	32	30	36
Never	33	44	24	34
Not sure	1	2	2	1
No response	2	1	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.33: Extent respondents use ICT in lessons – for analysing data or information (teachers' question 27E)

Response	All respondents %	Primary %	Secondary %	Special %
Often	22	15	31	16
Sometimes	44	50	42	41
Rarely	20	19	17	24
Never	11	12	8	15
Not sure	1	3	1	1
No response	2	1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.34: Extent respondents use ICT in lessons – for problem solving (teachers' question 27F)

Response	All respondents %	Primary %	Secondary %	Special %
Often	20	16	27	17
Sometimes	49	60	41	49
Rarely	20	16	21	23
Never	7	5	8	8
Not sure	1	1	1	<1
No response	2	2	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.35: Extent respondents use ICT in lessons – for developing ideas and creativity (teachers' question 27G)

Response	All respondents %	Primary %	Secondary %	Special %
Often	34	27	40	33
Sometimes	48	59	40	47
Rarely	12	10	13	12
Never	3	2	4	4
Not sure	1	1	1	<1
No response	2	1	1	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.36: Extent respondents use ICT in lessons – for Assessment for Learning (teachers' question 27H)

Response	All respondents %	Primary %	Secondary %	Special %
Often	23	15	29	24
Sometimes	44	46	45	40
Rarely	22	26	18	21
Never	8	8	5	10
Not sure	2	3	1	2
No response	2	1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.37: Extent respondents use ICT in lessons – for helping to personalise pupils' experience of learning (teachers' question 27I)

Response	All respondents %	Primary %	Secondary %	Special %
Often	27	18	29	36
Sometimes	44	48	44	41
Rarely	18	23	19	12
Never	6	7	6	5
Not sure	2	3	1	2
No response	2	2	1	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.38: Extent respondents use ICT in lessons – for presenting information (teachers' question 27J)

Response	All respondents %	Primary %	Secondary %	Special %
Often	57	53	60	59
Sometimes	34	38	33	29
Rarely	5	5	5	6
Never	2	2	1	3
Not sure	<1	1	<1	0
No response	2	1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.39: Extent respondents use ICT in lessons – for discussing work (teachers' question 27K)

Response	All respondents %	Primary %	Secondary %	Special %
Often	17	13	25	12
Sometimes	43	48	41	40
Rarely	26	26	25	28
Never	10	8	7	16
Not sure	1	2	<1	1
No response	2	2	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.40: The frequency with which with which respondents use the following ICT resources in lessons – learning platform (teachers' question 28A)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a day	8	2	16	3
About once a day	3	1	5	2
A few times a week	7	4	10	6
A few times a month	7	6	9	5
Less often	35	34	36	36
Not sure	29	38	17	37
No response	10	14	7	10
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.41: The frequency with which respondents use the following ICT resources in lessons – computer packages (teachers' question 28B)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a day	35	23	48	30
About once a day	18	19	15	21
A few times a week	21	27	16	22
A few times a month	15	19	13	12
Less often	9	10	7	10
Not sure	1	1	<1	2
No response	2	<1	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.42: The frequency with which respondents use the following ICT resources in lessons – subject-specific applications (teachers' question 28C)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a day	21	11	29	21
About once a day	19	21	16	21
A few times a week	28	38	19	30
A few times a month	18	21	18	15
Less often	11	6	16	9
Not sure	1	2	1	1
No response	2	1	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.43: The frequency with which respondents use the following ICT resources in lessons use ICT resources in lessons – internet (teachers' question 28D)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a day	32	23	37	35
About once a day	23	29	19	22
A few times a week	28	33	25	28
A few times a month	11	11	13	8
Less often	3	3	5	3
Not sure	<1	0	<1	<1
No response	2	1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.44: The frequency with which respondents use the following ICT resources in lessons – display technologies (teachers' question 28E)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a day	66	77	65	55
About once a day	11	9	8	18
A few times a week	9	7	10	11
A few times a month	3	2	2	5
Less often	7	3	11	7
Not sure	1	<1	3	<1
No response	2	1	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.45: The frequency with which respondents use the following ICT resources in lessons – digital camera or video (teachers' question 28F)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a day	9	6	3	22
About once a day	8	9	3	15
A few times a week	22	31	14	26
A few times a month	28	36	27	21
Less often	30	18	51	14
Not sure	1	1	2	0
No response	1	1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.46: Extent to which respondents reported setting homework that requires – a computer (teachers' question 29A)

Response	All respondents %	Primary %	Secondary %	Special %
Often	15	7	30	2
Sometimes	30	23	47	12
Rarely	18	21	15	19
Never	23	38	6	31
I do not set any homework	13	10	1	34
No response	2	1	1	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.47: Extent to which respondents reported setting homework that requires – access to the internet (teachers' question 29B)

Response	All respondents %	Primary %	Secondary %	Special %
Often	14	8	28	2
Sometimes	32	27	50	11
Rarely	19	23	15	22
Never	20	31	5	29
I do not set any homework	13	10	1	33
No response	1	1	1	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.48: The extent to which pupils are encouraged to use the following applications to support learning – online discussion groups (teachers' question 30A)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	1	1	1	0
To some extent	11	6	21	2
Not at all	57	65	45	65
Discouraged	8	9	5	10
not heard of this	4	5	4	4
Do not know	17	13	22	15
No response	2	1	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.49: The extent to which pupils are encouraged to use the following applications to support learning – blogs (teachers' question 30B)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	1	1	1	0
To some extent	11	7	18	6
Not at all	58	65	47	64
Discouraged	6	7	4	8
Not heard of this	3	4	3	3
Do not know	20	14	26	16
No response	2	1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009

Table 4.4.50: The extent to which pupils are encouraged to use the following applications to support learning – wikis (teachers' question 30C)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	1	<1	1	1
To some extent	14	7	22	10
Not at all	47	52	38	55
Discouraged	5	6	3	5
Not heard of this	12	17	9	11
Do not know	19	15	26	14
No response	2	2	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.51: The extent to which pupils are encouraged to use the following applications to support learning – instant messaging (teachers’ question 30D)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	<1	0	<1	<1
To some extent	6	3	10	5
Not at all	58	68	49	62
Discouraged	10	9	8	12
Not heard of this	3	3	4	2
Do not know	20	15	28	15
No response	2	1	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.52: The extent to which pupils are encouraged to use the following applications to support learning – social networking (teachers’ question 30E)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	<1	<1	<1	0
To some extent	4	2	6	4
Not at all	59	68	49	62
Discouraged	12	11	12	14
Not heard of this	2	2	2	2
Do not know	21	15	29	15
No response	2	1	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.53: The extent to which pupils are encouraged to use the following applications to support learning – social bookmarking (teachers' question 30F)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	<1	0	<1	0
To some extent	2	1	4	1
Not at all	57	65	48	62
Discouraged	8	8	7	10
Not heard of this	8	10	8	7
Do not know	22	15	31	16
No response	2	2	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.54: The extent to which pupils are encouraged to use the following applications to support learning – online virtual worlds (teachers' question 30G)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	<1	1	<1	0
To some extent	9	8	11	8
Not at all	55	62	46	62
Discouraged	7	8	6	8
Not heard of this	4	4	4	2
Do not know	22	16	31	17
No response	2	2	2	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.55: The extent to which pupils are encouraged to use the following applications to support learning – media-sharing sites (teachers' question 30H)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	1	0	2	1
To some extent	18	4	31	17
Not at all	48	67	32	51
Discouraged	10	10	8	14
Not heard of this	2	2	1	2
Do not know	19	16	24	13
No response	2	1	1	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.56: The extent to which pupils are encouraged to use the following applications to support learning – podcasting (teachers' question 30I)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	1	1	2	<1
To some extent	16	8	28	7
Not at all	52	63	35	63
Discouraged	4	6	3	5
Not heard of this	3	4	2	3
Do not know	21	15	28	18
No response	2	2	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.57: The extent to which respondents use the following sources of advice about using ICT in teaching – teaching staff within department (teachers' question 32A)

Response	All respondents %	Primary %	Secondary %	Special %
Very often	22	20	28	16
Quite often	43	46	42	41
Not very often	21	22	17	24
Rarely	7	5	6	9
Never	5	5	4	7
No response	2	1	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.58: The extent to which respondents use the following sources of advice about using ICT in teaching – ICT co-ordinator (teachers' question 32B)

Response	All respondents %	Primary %	Secondary %	Special %
Very often	24	28	19	28
Quite often	42	49	38	40
Not very often	20	15	26	18
Rarely	6	4	9	5
Never	4	2	6	4
No response	3	2	3	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.59: The extent to which respondents use the following sources of advice about using ICT in teaching – other staff in school (teachers' question 32C)

Response	All respondents %	Primary %	Secondary %	Special %
Very often	11	13	9	12
Quite often	42	46	39	41
Not very often	34	33	35	34
Rarely	9	5	12	8
Never	3	2	3	3
No response	2	2	2	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.60: The extent to which respondents use the following sources of advice about using ICT in teaching – staff in other schools (teachers' question 32D)

Response	All respondents %	Primary %	Secondary %	Special %
Very often	2	1	2	1
Quite often	8	7	10	7
Not very often	35	33	36	36
Rarely	26	28	26	26
Never	27	30	24	28
No response	1	1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.61: The extent to which respondents use the following sources of advice about using ICT in teaching – the local authority (teachers' question 32E)

Response	All respondents %	Primary %	Secondary %	Special %
Very often	1	1	1	1
Quite often	7	8	7	8
Not very often	25	27	23	26
Rarely	24	24	24	25
Never	41	39	44	38
No response	2	1	1	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.62: The extent to which respondents use the following sources of advice about using ICT in teaching – learners (Teacher question 32F)

Response	All respondents %	Primary %	Secondary %	Special %
Very often	5	3	8	3
Quite often	25	18	35	19
Not very often	31	31	30	31
Rarely	19	24	16	20
Never	18	23	10	23
No response	2	1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.63: The extent to which respondents use the following sources of advice about using ICT in teaching – parents (teachers' question 32G)

Response	All respondents %	Primary %	Secondary %	Special %
Very often	<1	0	<1	<1
Quite often	3	3	3	2
Not very often	18	22	15	20
Rarely	22	23	20	25
Never	55	51	61	50
No response	2	1	1	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.64: The extent to which respondents use the following sources of advice about using ICT in teaching – professional associations (teachers' question 32H)

Response	All respondents %	Primary %	Secondary %	Special %
Very often	1	1	2	<1
Quite often	6	5	7	6
Not very often	23	24	20	28
Rarely	24	22	25	26
Never	44	47	46	37
No response	2	2	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.65: The extent to which respondents use the following sources of advice about using ICT in teaching – independent trainers or consultants (teachers' question 32I)

Response	All respondents %	Primary %	Secondary %	Special %
Very often	1	1	1	<1
Quite often	9	10	7	12
Not very often	31	33	28	34
Rarely	27	27	29	24
Never	31	28	35	27
No response	1	1	1	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.66: The extent to which respondents use the following sources of advice about using ICT in teaching – unions (teachers' question 32J)

Response	All respondents %	Primary %	Secondary %	Special %
Very often	<1	<1	<1	0
Quite often	2	2	1	1
Not very often	13	13	10	16
Rarely	16	14	16	18
Never	68	70	71	62
No response	1	1	1	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.67: The extent to which respondents use the following sources of advice about using ICT in teaching – commercial suppliers (teachers' question 32K)

Response	All respondents %	Primary %	Secondary %	Special %
Very often	<1	0	<1	<1
Quite often	4	2	4	7
Not very often	23	21	22	25
Rarely	24	22	27	24
Never	47	53	46	42
No response	1	1	1	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.68: The extent to which respondents use the following sources of advice about using ICT in teaching – Becta resources (teachers' question 32L)

Response	All respondents %	Primary %	Secondary %	Special %
Very often	1	1	1	1
Quite often	5	5	4	7
Not very often	19	19	16	24
Rarely	19	18	19	19
Never	54	55	58	47
No response	2	2	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.69: The extent to which respondents use the following sources of advice about using ICT in teaching – other agencies (teachers' question 32M)

Response	All respondents %	Primary %	Secondary %	Special %
Very often	<1	<1	<1	<1
Quite often	1	1	2	1
Not very often	6	6	5	8
Rarely	6	5	6	6
Never	48	50	51	42
No response	38	38	35	42
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.4.70: Use of sources of advice – other (teachers' questions 32CODE1 and 32CODE2)

Response	All respondents %	Primary %	Secondary %	Special %
ACE Centre	1	0	0	1
Local education centre	1	0	1	0
Specialist Schools and Academies Trust (SSAT)	1	0	1	0
National/local grid for learning	2	0	2	0
TES online	2	0	0	2
Benchmark (online magazine)	1	1	0	0
Online learning manager	1	0	1	0
Online forum/blog/learning discussion website	4	1	3	0
Twitter for Teachers	1	0	0	1
EduGeek	1	0	0	1
E-HELP (Comenius) team	1	0	1	0
myMGL.com	1	1	0	0

Response	All respondents %	Primary %	Secondary %	Special %
MirandaNet	1	0	1	0
Microsoft Innovative Teachers website	1	0	1	0
Teachers TV	2	0	2	0
ICT teacher from local authority	1	0	0	1
ICT adviser	1	0	0	1
Family	1	0	1	0
University contacts	1	0	1	0
Suppliers	1	0	1	0
Salespeople in software	1	0	0	1
A–Z technical support	1	1	0	0
Oracle	1	0	1	0
Other relevant/vague comment	1	0	1	0
Not relevant/uncodeable comment	1	0	1	0
No response	189	57	69	63
N	219	62	87	70

A multiple-response item.

Source: NFER Harnessing Technology teachers survey 2009.

4.5 ICT in the curriculum

Table 4.5.1: The way ICT is taught (senior leaders' question 9)

Response	All respondents %	Primary %	Secondary %	Special %
Discrete	42	24	85	28
Embedded	52	69	12	66
No response	6	8	4	5
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 4.5.2: Amount of ICT curriculum time offered at the school for each key stage (senior leaders' question 10)

	All respondents		Primary		Secondary		Special	
	Mean	N	Mean	N	Mean	N	Mean	N
Total amount of ICT curriculum time – KS1 hours per week	2.68	270	3.25	180	.00	0	1.75	80
Total amount of ICT curriculum time – KS2 hours per week	2.52	264	3.08	147	.75	28	2.15	89
Total amount of ICT curriculum time – KS3 hours per week	3.17	243	1.00	1	2.33	129	4.21	111
Total amount of ICT curriculum time – KS4 hours per week	3.87	211	1.00	1	3.63	101	4.20	107

Source: NFER Harnessing Technology senior leaders survey 2009.

4.6 Assessment and reporting

Table 4.6.1: The frequency with which respondents use technology for pupil assessment – to enable pupils to demonstrate learning (teachers' question 33A)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a day	5	1	8	5
About once a day	5	2	7	5
A few times a week	15	14	13	18
A few times a month	30	28	32	27
Rarely/never	40	48	35	40
Not sure	4	5	4	3
No response	1	1	2	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.6.2: The frequency with which respondents use technology for pupil assessment – to enable feedback to pupils (teachers' question 33B)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a day	4	<1	7	4
About once a day	4	2	7	4
A few times a week	13	11	14	15
A few times a month	26	22	31	23
Rarely/never	47	60	36	49
Not sure	4	4	4	3
No response	2	1	1	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.6.3: The frequency with which respondents use technology for pupil assessment – to create or administer tests (teachers' question 33C)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a day	1	<1	3	1
About once a day	2	1	2	2
A few times a week	6	3	10	3
A few times a month	32	29	37	28
Rarely/never	54	62	44	58
Not sure	4	4	3	5
No response	1	1	2	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.6.4: The frequency with which respondents use technology for pupil assessment – to analyse or report assessment data (teachers' question 33D)

Response	All respondents %	Primary %	Secondary %	Special %
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More than once a day	4	1	6	2
About once a day	4	1	7	4
A few times a week	15	9	22	11
A few times a month	47	54	43	45
Rarely/never	26	32	18	30
Not sure	3	3	2	5
No response	2	1	2	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.6.5: The frequency with which respondents use technology for pupil assessment – to enable pupil-to-pupil reflection (teachers' question 33E)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a day	1	<1	2	1
About once a day	2	1	2	2
A few times a week	7	4	11	6
A few times a month	15	12	20	10
Rarely/never	66	75	57	71
Not sure	7	8	5	8
No response	2	1	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.6.6: The frequency with which respondents use technology for pupil assessment – to enable pupil-to-teacher reflection (teachers' question 33F)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a day	2	1	3	1
About once a day	2	1	3	2
A few times a week	9	4	13	6
A few times a month	18	13	24	16
Rarely/never	60	71	49	65

Not sure	7	9	5	7
No response	2	1	2	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.6.7: The frequency with which respondents use electronic pupil assessment information – to share information with other staff (teachers' question 34A)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a day	4	1	8	2
About once a day	5	1	8	4
A few times a week	13	6	19	11
A few times a month	50	55	46	49
Rarely/never	25	32	16	29
Not sure	2	3	1	3
No response	2	1	2	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.6.8: The frequency with which respondents use electronic pupil assessment information – to make information available to parents (teachers' question 34B)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a day	<1	<1	1	<1
About once a day	1	<1	2	1
A few times a week	3	2	5	1
A few times a month	23	13	30	24
Rarely/never	64	76	54	64
Not sure	7	7	6	7
No response	2	1	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.6.9: The frequency with which respondents use electronic pupil assessment information – to enable pupil self-assessment (teachers' question 34C)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a day	1	<1	2	<1
About once a day	2	1	3	2
A few times a week	6	2	12	2
A few times a month	21	11	33	14
Rarely/never	63	79	44	73
Not sure	5	6	4	5
No response	2	1	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 4.6.10: The frequency with which respondents use electronic pupil assessment information – to enable pupil-peer assessment (teachers' question 34D)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a day	<1	<1	<1	<1
About once a day	1	<1	3	1
A few times a week	4	2	8	1
A few times a month	14	8	22	9
Rarely/never	72	83	59	80
Not sure	6	6	5	5
No response	2	1	2	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

5 Practitioners' perceptions and continuing professional development

5.1 Attitudes towards ICT

Table 5.1.1: Proportion of teachers who are enthusiastic towards using ICT to deliver the school curriculum (ICT co-ordinators' question 40)

Response	All respondents %	Primary %	Secondary %	Special %
All/nearly all	25	29	21	26
Most	52	52	56	48
Some	19	17	21	20
Few	3	2	1	5
No response	1	1	2	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.1.2: Ways in which technology could improve teaching and learning (ICT co-ordinators' questions 45CODE1, 45CODE2 and 45CODE3)

Response	All respondents %	Primary %	Secondary %	Special %
Setting up learning platform/VLE	111	41	35	35
More laptops/computers/PCs/tablets	20	11	3	6
More/larger ICT/computer suites	5	4	0	1
More IWBs/rooms with IWBs	5	2	1	2
Specific facilities needed (eg video conferencing facilities)	40	20	7	13
Improve/update computers/ technology	25	13	4	8
More reliable/robust machines/ connectivity	13	7	4	3

Response	All respondents %	Primary %	Secondary %	Special %
Access to the internet/information	10	2	2	6
Developing a website	4	1	0	3
Allow guest internet access for pupils own devices	1	0	1	0
Wireless network/secure wireless functionality	7	4	3	1
Computers properly networked	4	2	0	2
Faster broadband	3	0	2	1
Access to a technician	2	2	0	0
More technical support	6	4	2	0
Maintenance/leadership by someone – not full-time teacher or headteacher	1	1	0	0
More software (generally)	5	1	2	2
Specific software (eg self-checking software that provides instant feedback)	1	0	1	0
Cheaper resources/site licences for software	6	2	2	2
Videos/CD ROMs etc	2	2	0	0
Control to ensure appropriate software	3	0	2	1
Funding/grants for ICT	30	14	10	7
Greater access to learning for pupils with SEN	16	1	0	15
Appropriate technology equipment to meet disability needs (eg communication aids)	18	0	0	18

Response	All respondents %	Primary %	Secondary %	Special %
Age appropriate resources at the right level for SEN pupils	4	0	0	4
Cost of technology needed in special schools	1	0	0	1
Every child having own laptop (eg loan system for pupils without access)	12	9	2	1
Variety of technology to meet needs of individual learning styles	12	6	3	3
Encourages personalised/independent learning/any time, anywhere learning	51	17	18	16
Resources to meet pupils needs/differentiation	3	1	0	2
Improved communication/speaking and listening	5	3	1	1
Prepares pupils for world of work/adult life	5	4	0	1
Pupil enjoyment/enjoy using technology	5	2	1	2
Pupil motivation/engagement/interest	24	11	5	9
Breaks down barriers to learning/provides access to the curriculum	10	5	0	5
Improved pupils ICT skills	5	3	0	2
More interactive learning	3	3	0	0
Embedding across the curriculum/more cross-curricular ICT	17	5	6	6

Response	All respondents %	Primary %	Secondary %	Special %
More training/regular training updates	85	29	28	28
Increased competence/confidence of staff	30	13	8	9
Teachers more aware of resources available	6	3	2	1
Teachers using ICT resources more	15	2	6	7
Improves/enhances teaching and learning	57	26	13	17
Time for teachers to experiment/develop digital teaching styles	17	6	7	4
Teachers can share resources/planning	4	4	1	0
Enables tracking of progress	6	3	0	3
Decreased teacher workload	1	1	0	0
Access to teaching/learning materials at home	30	11	9	10
Facilitates pupil–teacher communication	5	1	1	2
Contact/linking with other schools	5	2	0	3
Parental involvement/online links to parents	28	15	4	9
Better communication between staff	2	1	0	1
Access to blogs/online discussion groups	3	2	1	0
Links with the community	4	4	0	0
School is special school	14	0	0	14

Response	All respondents %	Primary %	Secondary %	Special %
Factored into Building Schools for the Future rebuild	3	0	1	2
Currently involved in discussions with local authority about development	1	0	0	1
Impact on assessment	12	7	1	4
Provide information in paper format for busy teachers	1	0	1	0
Less technology would improve learning	1	0	1	0
Technology needs to be appropriate to the activity	4	0	4	0
Already good in our school	6	3	1	2
Do not know/not sure	1	1	0	0
Not applicable	2	1	0	1
Other relevant/vague comment	3	2	2	0
No response	272	89	96	88
N	650	229	193	227

A multiple-response item.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.1.3: The ways in which technology can improve/further improve teaching and learning in their school (teachers' questions 16CODE1, 16CODE2 and 16CODE3)

Response	All respondents %	Primary %	Secondary %	Special %
Learning platform/VLE	2	2	4	<1
More laptops/computers/PCs/tablets	9	8	11	7
More/larger ICT/computer suites	1	1	2	0

Response	All respondents %	Primary %	Secondary %	Special %
More IWBs/rooms with IWBs	3	2	3	5
Specific facilities needed (e.g. visualisers/digital recording facilities/editing suite)	6	8	7	4
More reliable machines/connectivity	3	3	3	3
Access to the Internet/information	5	4	5	4
Websites needed for planning/teaching not being blocked by filters	1	<1	1	1
Faster broadband/connectivity	1	<1	1	<1
Wireless network	1	1	1	<1
Improved network coverage in all areas of the school	1	1	1	0
Access to a technician	<1	<1	<1	1
More technical support	1	1	1	<1
More software (generally)	1	1	<1	2
Specific software (to support teaching and learning)	2	2	2	2
More appropriate software for curriculum areas	3	3	3	2
Cheaper resources/site licences for software	1	1	1	1
More CD ROMs/DVD/interactive resources	1	1	1	<1
Funding for ICT	1	1	1	2
More SEN resources	1	<1	1	3

Response	All respondents %	Primary %	Secondary %	Special %
Age appropriate resources at the right level for SEN pupils	1	<1	<1	3
Appropriate technology equipment to meet disability needs (eg communication aids)	4	<1	2	11
Greater access to learning for pupils with SEN	3	1	1	8
Every child having own laptop/tablet	2	3	2	1
Variety of technology to meet needs of individual learning styles	3	2	4	4
Resources tailored to pupil needs/ differentiation	2	2	1	3
Encourages personalised/independent learning	4	3	6	3
Pupils of different ages/same level can work collaboratively	<1	1	<1	<1
Increased pupil ICT skills	2	3	1	1
Prepares pupils for world of work/adult life	1	2	1	1
Pupil enjoyment/enjoy using technology	3	2	3	3
Pupil motivation/engagement	7	8	5	10
Breaks down barriers to learning/provides access to the curriculum	3	1	3	5

Response	All respondents %	Primary %	Secondary %	Special %
Can see/access what unable to experience first-hand (eg foreign locations/science experiments)	3	3	4	3
Pupils doing/hands on/more active	4	3	4	4
Cross curricular ICT	1	1	1	0
Opportunities to share best practice	<1	<1	<1	<1
More training/regular training updates	4	4	4	4
Increased competence/confidence of staff	1	1	1	2
Teachers more aware of resources available	1	1	1	<1
All staff using/being forced to use ICT as part of their lessons	1	1	1	1
Enhances teaching and learning	6	6	6	6
Need time to review/find appropriate resources	1	1	<1	<1
Teachers can share resources	1	1	2	1
Teachers can record/track pupils' progress	<1	<1	<1	0
Access to teaching/learning materials at home	2	1	4	1
Facilitates pupil–teacher communication	<1	<1	<1	0
Home–school links/Involving parents	1	1	1	1
Security issues	<1	<1	0	0

Response	All respondents %	Primary %	Secondary %	Special %
Impact on assessment	2	2	2	1
E-portfolios	<1	0	0	<1
Reducing paperwork	<1	<1	<1	0
Improved quality of materials	<1	0	1	0
Data management	<1	0	1	<1
Reduced primary curriculum	<1	<1	0	0
Taking schools into the future	<1	<1	0	0
Less new initiatives/technology	<1	0	0	<1
Early Years Foundation Stage children should be outside playing, not sitting at computers	<1	<1	<1	0
A tool, but not <i>only</i> tool/less, or it loses its impact	1	1	1	<1
Reluctant to focus on technology rather than quality teaching	<1	0	<1	<1
School moving to new site shortly	<1	0	0	<1
Yes if used appropriately	1	1	1	<1
Already good in our school	1	1	1	1
Do not know/not sure	1	1	1	1
Not applicable	<1	<1	0	0
Other relevant/vague comment	<1	<1	<1	<1
Not relevant/uncodeable comment	<1	0	<1	0
No response	38	43	38	33
N	1,616	519	655	442

A multiple-response item.

More than one answer could be given, so percentages may sum to more than 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.1.4: The extent to which respondents agree that – ICT helps them use a wider range of assessment tasks (teachers' question 43A)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	15	9	21	13
Agree	48	44	49	51
Disagree	16	21	15	12
Strongly disagree	1	1	2	0
Not sure	18	23	12	20
No response	2	1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.1.5: The extent to which respondents agree that – ICT is useful in helping them to support the diverse needs of pupils (teachers' question 43B)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	28	23	25	38
Agree	57	59	60	52
Disagree	7	10	7	4
Strongly disagree	<1	<1	1	0
Not sure	5	6	6	2
No response	2	1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.1.6: The extent to which respondents agree that – ICT has helped them improve the quality of their record keeping (teachers' question 43C)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	29	21	37	27
Agree	46	49	42	50
Disagree	14	19	13	11
Strongly disagree	1	2	2	<1
Not sure	7	10	4	10
No response	2	1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.1.7: The extent to which respondents agree that – ICT helps them to personalise the learning of each pupil (teachers' question 43D)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	17	10	15	29
Agree	47	45	46	50
Disagree	18	23	20	9
Strongly disagree	1	1	1	<1
Not sure	15	20	16	8
No response	2	1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.1.8: The extent to which respondents agree that – ICT makes learning more effective (teachers' question 43E)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	29	26	26	37
Agree	52	55	52	49
Disagree	7	9	8	4
Strongly disagree	1	1	1	<1
Not sure	9	9	11	7
No response	2	1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.1.9: The extent to which respondents agree that – pupils enjoy lessons more if they use ICT (teachers' question 43F)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	24	24	21	29
Agree	44	40	47	43
Disagree	18	23	18	14
Strongly disagree	2	2	2	<1
Not sure	10	10	11	10
No response	2	1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.1.10: The extent to which respondents agree that – ICT is not relevant for every subject (teachers' question 43G)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	9	13	6	7
Agree	34	41	26	35
Disagree	40	35	44	40
Strongly disagree	9	4	14	8
Not sure	7	6	8	7
No response	2	1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.1.11: The extent to which respondents agree that – ICT resources can help in giving individualised feedback to pupils (teachers' question 43H)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	11	6	15	10
Agree	49	36	59	48
Disagree	10	13	7	9
Strongly disagree	1	1	<1	<1
Not sure	29	43	17	28
No response	2	1	2	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

5.2 Impact of ICT

Table 5.2.1: Time saved or lost each week by using – interactive whiteboards (teachers' question 39A)

Response	All respondents %	Primary %	Secondary %	Special %
Save more than 2 hours	16	16	19	12
Save between 1 and 2 hours	12	14	11	13
Save up to 1 hour	16	20	13	17
Does not make any difference	34	35	29	39
Lose up to 1 hour	4	4	4	5
Lose between 1 and 2 hours	2	2	2	1
Lose more than 2 hours	2	2	2	1
No access	10	4	16	9
No response	4	3	3	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.2: Time saved or lost each week by using – learning platforms (teachers' question 39B)

Response	All respondents %	Primary %	Secondary %	Special %
Save more than 2 hours	3	1	6	1
Save between 1 and 2 hours	4	2	7	3
Save up to 1 hour	5	4	8	3
Does not make any difference	27	19	34	26
Lose up to 1 hour	3	3	4	1
Lose between 1 and 2 hours	2	1	2	2
Lose more than 2 hours	1	1	2	<1

Response	All respondents %	Primary %	Secondary %	Special %
No access	47	61	31	55
No response	8	8	8	9
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.3: Time saved or lost each week by using – management information systems (teachers' question 39C)

Response	All respondents %	Primary %	Secondary %	Special %
Save more than 2 hours	4	2	8	2
Save between 1 and 2 hours	5	2	8	4
Save up to 1 hour	12	7	19	7
Does not make any difference	28	24	32	26
Lose up to 1 hour	4	2	7	2
Lose between 1 and 2 hours	1	<1	2	1
Lose more than 2 hours	1	1	2	<1
No access	37	54	15	48
No response	8	9	7	9
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.4: Time saved or lost each week by using – online resources (teachers' question 39D)

Response	All respondents %	Primary %	Secondary %	Special %
Save more than 2 hours	18	19	16	18
Save between 1 and 2 hours	18	21	17	15
Save up to 1 hour	24	25	23	25

Response	All respondents %	Primary %	Secondary %	Special %
Does not make any difference	24	21	26	26
Lose up to 1 hour	4	5	4	4
Lose between 1 and 2 hours	2	3	1	2
Lose more than 2 hours	2	2	2	1
No access	3	1	5	2
No response	6	4	6	7
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.5: Time saved or lost each week by using ICT – for lesson planning (teachers' question 40A)

Response	All respondents %	Primary %	Secondary %	Special %
Save more than 2 hours	25	27	26	21
Save between 1 and 2 hours	18	19	15	20
Save up to 1 hour	19	20	17	19
Does not make any difference	27	22	29	30
Lose up to 1 hour	3	3	4	2
Lose between 1 and 2 hours	3	3	3	2
Lose more than 2 hours	2	3	3	1
No access	<1	<1	1	0
No response	3	2	3	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.6: Time saved or lost each week by using ICT – for marking/assessment (question 40B)

Response	All respondents %	Primary %	Secondary %	Special %
Save more than 2 hours	7	4	9	6
Save between 1 and 2 hours	9	5	12	9
Save up to 1 hour	14	11	16	13
Does not make any difference	52	58	47	54
Lose up to 1 hour	3	4	3	2
Lose between 1 and 2 hours	2	2	2	1
Lose more than 2 hours	1	<1	1	1
No access	9	13	6	8
No response	4	3	3	6
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.7: Time saved or lost each week by using ICT – for report writing (question 40C)

Response	All respondents %	Primary %	Secondary %	Special %
Save more than 2 hours	22	30	17	19
Save between 1 and 2 hours	13	11	13	15
Save up to 1 hour	25	18	31	24
Does not make any difference	26	27	25	29
Lose up to 1 hour	3	1	4	3
Lose between 1 and 2 hours	2	1	3	1
Lose more than 2 hours	2	3	2	2
No access	3	4	1	2
No response	5	6	3	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.8: Time saved or lost each week by using ICT – for communication with pupils (teachers' question 40D)

Response	All respondents %	Primary %	Secondary %	Special %
Save more than 2 hours	3	1	4	2
Save between 1 and 2 hours	3	2	5	2
Save up to 1 hour	9	5	13	6
Does not make any difference	56	55	57	57
Lose up to 1 hour	1	1	3	<1
Lose between 1 and 2 hours	<1	<1	<1	0
Lose more than 2 hours	<1	0	<1	<1
No access	23	33	14	26
No response	4	4	3	6
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.9: Time saved or lost each week by using ICT – for communication with parents (teachers' question 40E)

Response	All respondents %	Primary %	Secondary %	Special %
Save more than 2 hours	1	<1	2	2
Save between 1 and 2 hours	2	1	3	2
Save up to 1 hour	8	6	10	6
Does not make any difference	55	51	60	52
Lose up to 1 hour	1	1	2	1
Lose between 1 and 2 hours	<1	0	<1	0
Lose more than 2 hours	<1	0	0	<1

No access	28	36	20	31
No response	4	4	3	6
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.10: Time saved or lost each week by using ICT – for communication with staff (teachers' question 40F)

Response	All respondents %	Primary %	Secondary %	Special %
Save more than 2 hours	7	1	13	5
Save between 1 and 2 hours	7	2	12	6
Save up to 1 hour	22	17	30	17
Does not make any difference	44	56	30	50
Lose up to 1 hour	3	2	4	2
Lose between 1 and 2 hours	1	<1	2	<1
Lose more than 2 hours	1	<1	2	<1
No access	11	18	4	12
No response	4	4	3	6
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.11: Extent to which respondents agree that ICT has positive impact on engagement – for Key Stage 1 (teachers' question 41A)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	32	47	16	38
Agree	21	34	9	23
Disagree	1	1	1	1
Strongly disagree	<1	<1	<1	0
Do not teach	32	12	51	26
Not sure	3	1	5	1
No response	11	5	17	11
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.12: Extent to which respondents agree that ICT has positive impact on engagement – for Key Stage 2 (teachers' question 41B)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	37	53	21	41
Agree	21	26	15	26
Disagree	<1	<1	<1	<1
Strongly disagree	<1	0	<1	0
Do not teach	28	12	46	22
Not sure	3	2	5	2
No response	10	7	14	9
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.13: Extent to which respondents agree that ICT has positive impact on engagement – for Key Stage 3 (teachers' question 41C)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	46	35	51	51
Agree	28	12	42	26
Disagree	<1	<1	1	0
Strongly disagree	<1	0	1	<1
Do not teach	17	35	3	15
Not sure	3	5	2	2
No response	6	12	2	6
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.14: Extent to which respondents agree that ICT has positive impact on engagement – for Key Stage 4 (teachers' question 41D)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	45	35	48	54
Agree	25	12	37	24
Disagree	1	<1	1	0
Strongly disagree	<1	0	<1	<1
Do not teach	18	35	7	14
Not sure	3	5	2	2
No response	8	13	4	7
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.15: Extent to which respondents agree that ICT has positive impact on engagement – for girls (teachers' question 41E)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	48	52	43	52
Agree	43	43	49	34
Disagree	1	1	1	<1
Strongly disagree	<1	<1	1	<1
Do not teach	2	<1	2	4
Not sure	2	2	2	2
No response	4	2	2	7
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.16: Extent to which respondents agree that ICT has positive impact on engagement – for boys (teachers' question 41F)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	60	65	56	61
Agree	33	30	36	31
Disagree	1	1	1	<1
Strongly disagree	<1	<1	1	<1
Do not teach	1	0	2	<1
Not sure	2	1	2	2
No response	3	2	2	6
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.17: Extent to which respondents agree that ICT has positive impact on engagement – for able or gifted (teachers' question 41G)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	54	60	55	46
Agree	32	35	39	19
Disagree	1	1	1	<1
Strongly disagree	<1	<1	1	<1
Do not teach	6	<1	<1	20
Not sure	3	2	3	4
No response	4	2	1	11
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.18: Extent to which respondents agree that ICT has positive impact on engagement – for SEN (teachers' question 41H)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	61	59	57	69
Agree	33	35	35	27
Disagree	1	1	1	<1
Strongly disagree	<1	<1	1	0
Do not teach	1	<1	1	0
Not sure	2	2	3	1
No response	2	2	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.19: Extent to which respondents agree that ICT has positive impact on attainment – for Key Stage 1 (teachers' question 42A)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	24	32	12	31
Agree	26	43	12	27
Disagree	2	3	1	1
Strongly disagree	<1	<1	<1	0
Do not teach	32	12	51	26
Not sure	5	5	6	4
No response	12	5	17	12
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.20: Extent to which respondents agree that ICT has positive impact on attainment – for Key Stage 2 (teachers' question 42B)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	25	32	15	32
Agree	28	41	17	29
Disagree	1	2	1	1
Strongly disagree	<1	0	<1	0
Do not teach	28	12	45	22
Not sure	6	5	7	5
No response	11	7	15	11
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.21: Extent to which respondents agree that ICT has positive impact on attainment – for Key Stage 3 (teachers' question 42C)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	33	23	36	39
Agree	37	21	52	35
Disagree	1	1	2	1
Strongly disagree	<1	0	1	0
Do not teach	17	37	3	14
Not sure	5	7	5	4
No response	7	12	2	7
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.22: Extent to which respondents agree that ICT has positive impact on attainment – for Key Stage 4 (teachers' question 42D)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	33	23	35	40
Agree	35	21	47	33
Disagree	1	1	1	1
Strongly disagree	<1	0	1	0
Do not teach	19	37	7	14
Not sure	5	7	4	4
No response	8	12	4	7
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.23: Extent to which respondents agree that ICT has positive impact on attainment – for girls (teachers' question 42E)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	37	37	34	42
Agree	50	51	54	41
Disagree	2	3	2	1
Strongly disagree	<1	0	1	0
Do not teach	2	0	2	4
Not sure	5	6	5	5
No response	4	3	2	7
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.24: Extent to which respondents agree that ICT has positive impact on attainment – for boys (teachers' question 42F)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	43	44	40	48
Agree	45	46	48	39
Disagree	2	3	1	1
Strongly disagree	<1	0	1	0
Do not teach	1	0	3	<1
Not sure	5	5	5	5
No response	3	2	2	6
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.25: Extent to which respondents agree that ICT has positive impact on attainment – for able or gifted and talented pupils (teachers' question 42G)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	40	41	41	37
Agree	42	48	49	26
Disagree	2	2	3	<1
Strongly disagree	<1	0	1	0
Do not teach	6	<1	<1	21
Not sure	5	6	5	4
No response	4	2	1	11
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.2.26: Extent to which respondents agree that ICT has positive impact on attainment – for pupils with SEN (teachers' question 42H)

Response	All respondents %	Primary %	Secondary %	Special %
Strongly agree	45	42	42	54
Agree	44	47	47	36
Disagree	2	3	2	1
Strongly disagree	<1	0	1	0
Do not teach	1	<1	1	0
Not sure	5	5	5	5
No response	3	2	2	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

5.3 Teachers' effectiveness/e-confidence

Table 5.3.1: Confidence that staff can make the best use of ICT when delivering lessons – graphics tablets (senior leaders' question 26A)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	1	1	1	1
Confident	8	6	12	6
Not very confident	12	9	17	12
Not at all confident	4	3	8	3
We do not have access to this	61	70	46	64
Not sure	6	3	10	6
No response	7	8	6	8
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.3.2: Confidence that staff can make the best use of ICT when delivering lessons – voting pads

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	1	<1	1	1
Confident	8	5	19	3
Not very confident	16	9	29	12
Not at all confident	6	7	8	3
We do not have access to this	61	70	35	71
Not sure	3	3	2	3
No response	6	5	6	8
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.3.3: Confidence that staff can make the best use of ICT when delivering lessons – multimedia/data projectors (senior leaders' question 26C)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	36	34	55	23
Confident	38	35	36	43
Not very confident	5	6	3	6
Not at all confident	2	<1	<1	4
We do not have access to this	10	14	1	12
Not sure	4	5	2	3
No response	6	7	2	9
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.3.4: Confidence that staff can make the best use of ICT when delivering lessons – interactive whiteboards (senior leaders' question 26D)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	55	67	46	49
Confident	36	30	39	41
Not very confident	6	1	12	6
Not at all confident	<1	0	1	0
We do not have access to this	1	1	1	1
No response	1	1	1	3
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.3.5: Confidence that staff can make the best use of ICT when delivering lessons – digital audio players (senior leaders' question 26E)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	9	10	9	8
Confident	25	22	24	29
Not very confident	16	11	25	14
Not at all confident	4	3	8	3
We do not have access to this	38	47	24	39
Not sure	4	3	7	2
No response	5	5	3	6
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.3.6: Confidence that staff can make the best use of ICT when delivering lessons – digital multimedia microscopes (senior leaders' question 26F)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	5	6	4	4
Confident	27	26	33	22
Not very confident	21	27	16	17
Not at all confident	6	6	8	4
We do not have access to this	30	27	21	39
Not sure	7	3	12	7
No response	5	4	5	6
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.3.7: Confidence that staff can make the best use of ICT when delivering lessons – location devices (senior leaders' question 26G)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	2	1	1	4
Confident	5	1	9	6
Not very confident	8	7	13	6
Not at all confident	5	1	11	6
We do not have access to this	63	74	45	64
Not sure	9	8	16	5
No response	8	8	6	8
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.3.8: Confidence that staff can make the best use of ICT when delivering lessons – digital still cameras (senior leaders question 26H)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	53	55	34	66
Confident	39	39	50	28
Not very confident	5	3	10	1
Not at all confident	1	<1	2	1
We do not have access to this	1	<1	1	1
Not sure	1	1	<1	1
No response	2	1	2	3
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.3.9: Confidence that staff can make the best use of ICT when delivering lessons – digital video cameras (senior leaders question 26I)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	29	27	28	34
Confident	46	40	53	48
Not very confident	13	15	14	9
Not at all confident	1	2	1	1
We do not have access to this	7	12	1	4
Not sure	1	1	1	1
No response	3	3	1	4
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.3.10: Confidence that staff can make the best use of ICT when delivering lessons – smartphones (senior leaders' question 26J)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	3	3	1	3
Confident	5	4	8	5
Not very confident	7	5	10	6
Not at all confident	4	2	7	2
We do not have access to this	68	75	59	68
Not sure	6	4	9	6
No response	7	6	5	9
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.3.11: Confidence that staff can make the best use of ICT when delivering lessons – video-conferencing equipment (senior leaders' question 26K)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	2	1	2	2
Confident	5	2	13	2
Not very confident	13	10	17	14
Not at all confident	8	4	14	8
We do not have access to this	61	72	43	62
Not sure	6	6	7	4
No response	5	5	3	7
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.3.12: Extent to which learners are encouraged to use the following to support their learning – online discussion groups (senior leaders' question 27A)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	2	<1	4	1
To some extent	24	14	49	16
Not at all	54	66	31	59
Learners are discouraged from using this software	8	9	6	10
I have not heard of this	1	1	0	1
Do not know	5	5	8	4
No response	6	5	2	9
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.3.13: Extent to which learners are encouraged to use the following to support their learning – blogs (senior leaders' question 27B)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	1	<1	3	0
To some extent	23	14	48	13
Not at all	55	66	31	62
Learners are discouraged from using this software	7	8	5	9
I have not heard of this	<1	<1	1	0
Do not know	7	5	9	7
No response	7	6	4	9
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.3.14: Extent to which learners are encouraged to use the following to support their learning – wikis (senior leaders' question 27C)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	1	0	2	1
To some extent	18	7	41	13
Not at all	53	64	33	55
Learners are discouraged from using this software	5	7	1	8
I have not heard of this	7	9	3	8
Do not know	9	6	16	7
No response	7	7	4	9
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.3.15: Extent to which learners are encouraged to use the following to support their learning – instant messaging (senior leaders' question 27D)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	1	0	1	1
To some extent	11	7	18	11
Not at all	61	70	49	58
Learners are discouraged from using this software	13	10	16	14
I have not heard of this	1	<1	0	2
Do not know	7	7	9	5
No response	7	6	6	9
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.3.16: Extent to which learners are encouraged to use the following to support their learning – social networking (senior leaders' question 27E)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	<1	0	<1	1
To some extent	11	6	13	15
Not at all	58	69	47	52
Learners are discouraged from using this software	20	13	31	19
I have not heard of this	<1	<1	0	1
Do not know	5	5	6	4
No response	6	6	3	9
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.3.17: Extent to which learners are encouraged to use the following to support their learning – social bookmarking (senior leaders' question 27F)

Response	All respondents %	Primary %	Secondary %	Special %
To some extent	3	1	6	4
Not at all	63	72	54	58
Learners are discouraged from using this software	15	10	19	16
I have not heard of this	4	3	5	5
Do not know	8	7	12	5
No response	7	6	5	11
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.3.18: Extent to which learners are encouraged to use the following to support their learning – online virtual worlds (senior leaders question 27G)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	2	2	2	2
To some extent	21	18	24	22
Not at all	50	58	42	46
Learners are discouraged from using this software	12	8	16	14
I have not heard of this	1	1	0	1
Do not know	9	7	14	7
No response	6	6	3	8
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.3.19: Extent to which learners are encouraged to use the following to support their learning – media-sharing websites (senior leaders question 27H)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	2	0	3	2
To some extent	21	12	34	22
Not at all	49	63	32	44
Learners are discouraged from using this software	16	12	19	19
I have not heard of this	<1	<1	0	0
Do not know	6	7	7	5
No response	7	7	4	9
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.3.20: Extent to which learners are encouraged to use the following to support their learning – podcasting (senior leaders' question 27I)

Response	All respondents %	Primary %	Secondary %	Special %
To a great extent	3	2	8	1
To some extent	29	20	52	21
Not at all	49	60	27	53
Learners are discouraged from using this software	5	5	1	8
I have not heard of this	1	1	1	1
Do not know	7	7	7	7
No response	6	6	3	10
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.3.21: Confidence that teachers are using ICT to deliver the school curriculum (ICT co-ordinators' question 39)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	23	21	23	24
Quite confident	65	70	62	61
Not very confident	11	8	12	12
Not at all confident	1	1	1	1
No response	1	1	2	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.3.22: Confidence that teachers are making the best use of ICT – lesson planning (ICT co-ordinators' question 42A)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	27	37	15	26
Confident	50	52	48	51
Not very confident	18	7	30	19
Not at all confident	1	1	1	2
Not sure	2	1	3	1
No response	2	1	3	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.3.23: Confidence that teachers are making the best use of ICT – professional development (ICT co-ordinators' question 42B)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	11	14	7	12
Confident	48	54	44	45
Not very confident	32	25	35	37
Not at all confident	3	3	4	3
Not sure	4	3	7	3
No response	2	1	3	1

Response	All respondents %	Primary %	Secondary %	Special %
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.3.24: Confidence that teachers are making the best use of ICT – lesson delivery (ICT co-ordinators' question 42C)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	21	25	14	24
Confident	57	63	54	53
Not very confident	17	9	24	19
Not at all confident	1	<1	1	1
Not sure	1	1	3	1
No response	2	2	3	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.3.25: Confidence that teachers are making the best use of ICT – Assessment for Learning (ICT co-ordinators' question 42D)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	11	10	7	16
Confident	42	42	43	41
Not very confident	37	39	37	34
Not at all confident	3	2	5	4
Not sure	5	5	5	4
No response	2	2	4	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.3.26: Confidence that teachers are making the best use of ICT – personalised learning (ICT co-ordinators' question 42E)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	8	3	8	14
Confident	36	34	37	37
Not very confident	41	46	41	35
Not at all confident	6	5	7	6
Not sure	7	10	4	7
No response	2	3	3	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.3.27: Confidence that teachers are making the best use of ICT – communication with staff (ICT co-ordinators' question 42F)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	19	14	31	12
Confident	38	35	42	37
Not very confident	30	32	20	36
Not at all confident	8	10	2	10
Not sure	4	6	3	4
No response	2	3	3	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.3.28: Confidence that teachers are making the best use of ICT – communication with learners (ICT co-ordinators' question 42G)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	8	6	10	9
Confident	25	26	29	21
Not very confident	41	39	42	43
Not at all confident	15	15	11	18
Not sure	8	11	5	8

Response	All respondents %	Primary %	Secondary %	Special %
No response	2	3	3	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.3.29: Confidence that teachers are making the best use of ICT – communication with parents (ICT co-ordinators' question 42H)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	5	6	6	4
Confident	18	17	22	15
Not very confident	39	36	38	43
Not at all confident	24	24	22	25
Not sure	12	15	9	12
No response	2	2	3	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.3.30: Confidence that teachers are making the best use of ICT – report writing (ICT co-ordinators' question 42I)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	43	45	42	42
Confident	47	48	44	48
Not very confident	5	2	7	6
Not at all confident	1	2	2	1
Not sure	1	1	2	1
No response	2	1	3	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.3.31: Confidence that teachers are making the best use of ICT – homework setting (ICT co-ordinators' question 42J)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	10	11	10	7
Confident	28	31	34	18
Not very confident	32	31	37	28
Not at all confident	12	11	9	17
Not sure	14	12	7	23
No response	5	3	4	7
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.3.32: Confidence that staff make the best use of ICT when delivering lessons – graphics tablets (ICT co-ordinators' question 44A)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	1	0	2	1
Confident	4	3	7	3
Not very confident	15	9	25	12
Not at all confident	36	36	33	39
Not sure	31	35	25	30
No response	13	16	7	14
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.3.33: Confidence that staff make the best use of ICT when delivering lessons – voting pads (ICT co-ordinators' question 44B)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	1	1	2	1
Confident	7	3	16	3
Not very confident	15	11	27	9
Not at all confident	37	38	29	42
Not sure	26	31	19	27
No response	14	16	7	18

Response	All respondents %	Primary %	Secondary %	Special %
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.3.34: Confidence that staff make the best use of ICT when delivering lessons – multimedia/data projectors (ICT co-ordinators' question 44C)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	34	24	51	30
Confident	43	50	38	42
Not very confident	8	6	7	11
Not at all confident	4	6	1	5
Not sure	4	6	<1	5
No response	6	7	3	7
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.3.35: Confidence that staff make the best use of ICT when delivering lessons – interactive whiteboards (ICT co-ordinators' question 44D)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	42	50	33	43
Confident	43	41	49	41
Not very confident	10	6	13	11
Not at all confident	1	1	2	1
Not sure	1	0	1	1
No response	3	2	3	3
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.3.36: Confidence that staff make the best use of ICT when delivering lessons – digital audio players (ICT co-ordinators' question 44E)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	5	5	3	7
Confident	16	14	21	13
Not very confident	19	15	24	19
Not at all confident	23	23	21	24
Not sure	25	27	23	25
No response	12	16	9	11
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.3.37: Confidence that staff make the best use of ICT when delivering lessons – digital multimedia microscopes (ICT co-ordinators' question 44F)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	5	2	7	7
Confident	28	21	33	31
Not very confident	29	42	20	26
Not at all confident	18	21	14	17
Not sure	14	9	22	13
No response	5	5	4	6
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.3.38: Confidence that staff make the best use of ICT when delivering lessons – location devices (ICT co-ordinators' question 44G)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	1	1	1	1
Confident	2	2	1	4
Not very confident	9	8	13	7
Not at all confident	33	33	33	35
Not sure	37	38	41	33
No response	16	19	12	18

Response	All respondents %	Primary %	Secondary %	Special %
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.3.39: Confidence that staff make the best use of ICT when delivering lessons – digital cameras (ICT co-ordinators' question 44H)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	41	42	26	53
Confident	47	43	59	39
Not very confident	7	10	7	4
Not at all confident	2	2	3	<1
Not sure	1	0	2	1
No response	3	3	3	3
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.3.40: Confidence that staff make the best use of ICT when delivering lessons – digital video cameras (ICT co-ordinators' question 44I)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	17	14	16	23
Confident	42	38	52	37
Not very confident	25	25	21	27
Not at all confident	7	9	4	6
Not sure	4	7	4	2
No response	5	7	3	4
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.3.41: Confidence that staff make the best use of ICT when delivering lessons – smartphones (ICT co-ordinators' question 44J)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	<1	0	1	<1
Confident	2	<1	3	2
Not very confident	6	4	11	5
Not at all confident	36	36	37	37
Not sure	39	41	38	37
No response	16	19	11	19
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.3.42: Confidence that staff make the best use of ICT when delivering lessons – video-conferencing equipment (ICT co-ordinator question 44K)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	1	1	3	<1
Confident	7	2	14	5
Not very confident	11	7	14	11
Not at all confident	35	36	35	33
Not sure	32	36	27	34
No response	15	18	8	16
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 5.3.43: Confidence that they can make the best use of the following digital learning resources – presentations (teachers' question 6A)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	43	32	59	34
Confident	42	49	34	44
Not very confident	11	15	5	14
Not at all confident	3	4	1	6
Not sure	<1	<1	<1	1

Response	All respondents %	Primary %	Secondary %	Special %
No response	1	1	1	1
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.44: Confidence that they can make the best use of the following digital learning resources – spreadsheets (teachers' question 6B)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	20	10	32	12
Confident	32	29	40	25
Not very confident	32	41	20	37
Not at all confident	15	18	7	22
Not sure	1	1	<1	2
No response	1	1	1	1
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.45: Confidence that they can make the best use of the following digital learning resources – multimedia resources (teachers' question 6C)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	29	25	34	27
Confident	48	52	45	47
Not very confident	18	19	16	21
Not at all confident	4	3	4	4
Not sure	1	1	1	1
No response	1	<1	<1	1
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.46: Confidence that they can make the best use of the following digital learning resources – text documents (teachers' question 6D)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	63	60	71	57
Confident	32	36	26	37
Not very confident	3	3	2	3
Not at all confident	1	1	<1	2
Not sure	<1	0	<1	<1
No response	1	<1	1	1
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.47: Confidence that they can make the best use of the following digital learning resources – images (teachers' question 6E)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	45	41	49	43
Confident	44	49	39	45
Not very confident	8	7	9	9
Not at all confident	2	2	2	2
Not sure	<1	<1	1	<1
No response	1	<1	1	1
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.48: Confidence that they can make the best use of the following digital learning resources – applications (teachers' question 6F)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	24	19	30	22
Confident	53	60	45	56
Not very confident	16	16	16	14
Not at all confident	3	2	4	3
Not sure	3	2	4	2
No response	1	1	1	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.49: Confidence that they can fully understand how to make best use of the following ICT when delivering lessons – graphics tablets (teachers' question 31A)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	3	1	5	3
Confident	10	6	12	10
Not very confident	23	21	24	25
Not at all confident	20	17	24	18
We do not have this	28	37	20	29
Not sure	13	15	12	11
No response	3	3	2	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.50: Confidence that they can fully understand how to make best use of the following ICT when delivering lessons – voting pads (teachers’ question 31B)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	3	2	5	2
Confident	10	6	15	6
Not very confident	23	19	27	23
Not at all confident	20	19	21	21
We do not have this	32	42	22	35
Not sure	9	10	9	10
No response	3	2	2	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.51: Confidence that they can fully understand how to make best use of the following ICT when delivering lessons – multimedia/data projectors (teachers’ question 31C)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	24	14	37	17
Confident	27	25	28	27
Not very confident	17	19	14	19
Not at all confident	13	13	12	14
We do not have this	10	18	3	11
Not sure	7	9	5	9
No response	2	2	2	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.52: Confidence that they can fully understand how to make best use of the following ICT when delivering lessons – digital audio players (teachers’ question 31D)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	14	9	20	13
Confident	26	22	27	28
Not very confident	22	22	23	20
Not at all confident	13	11	16	12
We do not have this	19	31	10	18
Not sure	4	4	4	5
No response	2	1	2	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.53: Confidence that they can fully understand how to make best use of the following ICT when delivering lessons – digital multimedia microscopes (teachers’ question 31E)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	6	5	7	6
Confident	16	22	10	18
Not very confident	24	31	19	25
Not at all confident	22	18	28	19
We do not have this	18	16	17	20
Not sure	11	7	16	7
No response	3	2	3	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.54: Confidence that they can fully understand how to make best use of the following ICT when delivering lessons – location devices (teachers' question 31F)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	4	3	6	5
Confident	10	7	12	10
Not very confident	18	19	18	19
Not at all confident	19	14	23	18
We do not have this	33	44	24	34
Not sure	12	10	15	10
No response	3	3	3	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.55: Confidence that they can fully understand how to make best use of the following ICT when delivering lessons – digital still cameras (teachers' question 31G)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	39	38	35	48
Confident	42	50	39	39
Not very confident	10	8	13	7
Not at all confident	5	2	9	2
We do not have this	1	<1	1	1
Not sure	2	1	3	1
No response	1	1	2	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.56: Confidence that can fully understand how to make the best use of the following when delivering lessons – digital video cameras (teachers' question 31H)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	25	20	26	29
Confident	36	36	37	36
Not very confident	23	29	19	20
Not at all confident	9	6	12	8
We do not have this	3	6	1	2
Not sure	2	2	3	2
No response	2	2	2	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.57: Confidence that can fully understand how to make the best use of the following when delivering lessons – smartphones (teachers' question 31I)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	4	2	4	4
Confident	7	6	9	7
Not very confident	18	17	18	19
Not at all confident	18	14	22	16
We do not have this	40	51	30	41
Not sure	11	9	13	9
No response	3	2	3	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.58: Confidence that can fully understand how to make the best use of the following when delivering lessons – video-conferencing equipment (teachers' question 31J)

Response	All respondents %	Primary %	Secondary %	Special %
Very confident	1	<1	2	1
Confident	5	4	7	5
Not very confident	21	17	22	24
Not at all confident	24	19	30	20
We do not have this	35	51	22	37
Not sure	11	8	14	9
No response	2	2	2	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.59: Effectiveness in using ICT – for supporting personalising learning (teachers' question 35A)

Response	All respondents %	Primary %	Secondary %	Special %
Very effective	12	6	15	15
Quite effective	46	45	46	49
Not very effective	26	29	27	23
Not at all effective	5	7	5	2
Do not use ICT in this way	4	7	3	3
Not sure	4	5	3	4
No response	2	2	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.60: Effectiveness in using ICT – for lesson planning (teachers' question 35B)

Response	All respondents %	Primary %	Secondary %	Special %
Very effective	43	46	44	38
Quite effective	47	47	43	51
Not very effective	7	5	8	7
Not at all effective	1	1	1	<1
Do not use ICT in this way	1	<1	2	1
Not sure	<1	<1	<1	<1
No response	1	<1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.61: Effectiveness in using ICT – for assessment (teachers' question 35C)

Response	All respondents %	Primary %	Secondary %	Special %
Very effective	25	19	29	27
Quite effective	48	50	47	47
Not very effective	20	24	20	18
Not at all effective	2	2	2	1
Do not use ICT in this way	2	3	1	2
Not sure	1	2	1	2
No response	2	1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.62: Effectiveness in using ICT – for supporting own professional development (teachers' question 35D)

Response	All respondents %	Primary %	Secondary %	Special %
Very effective	25	21	29	23
Quite effective	50	53	47	52
Not very effective	18	19	17	17
Not at all effective	2	3	2	2
Do not use ICT in this way	1	1	1	2
Not sure	2	2	2	2
No response	2	1	1	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.63: Effectiveness in using ICT – for lesson delivery (teachers' question 35E)

Response	All respondents %	Primary %	Secondary %	Special %
Very effective	36	31	42	30
Quite effective	52	60	45	55
Not very effective	8	7	9	9
Not at all effective	1	1	1	1
Do not use ICT in this way	1	<1	1	2
Not sure	<1	<1	<1	1
No response	1	1	1	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.64: Effectiveness in using ICT – for classroom management (teachers' question 35F)

Response	All respondents %	Primary %	Secondary %	Special %
Very effective	20	16	25	17
Quite effective	48	51	44	50
Not very effective	14	15	14	15
Not at all effective	2	1	3	1
Do not use ICT in this way	10	11	9	10
Not sure	4	4	4	3
No response	2	2	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.65: Effectiveness in using ICT – for communication with staff (teachers' question 35G)

Response	All respondents %	Primary %	Secondary %	Special %
Very effective	24	11	38	17
Quite effective	44	47	45	42
Not very effective	18	26	11	21
Not at all effective	2	3	2	2
Do not use ICT in this way	8	10	3	12
Not sure	2	3	1	2
No response	1	1	1	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.66: Effectiveness in using ICT – for communication with learners (teachers' question 35H)

Response	All respondents %	Primary %	Secondary %	Special %
Very effective	14	10	20	10
Quite effective	39	38	40	40
Not very effective	22	22	24	19
Not at all effective	4	4	3	3
Do not use ICT in this way	16	20	9	21
Not sure	3	4	3	2
No response	2	2	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.67: Effectiveness in using ICT – for communication with parents (teachers' question 35I)

Response	All respondents %	Primary %	Secondary %	Special %
Very effective	6	3	9	5
Quite effective	24	24	27	21
Not very effective	30	30	32	26
Not at all effective	9	7	10	9
Do not use ICT in this way	25	29	17	32
Not sure	4	5	4	4
No response	2	2	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.68: The extent to which respondents think they are able to successfully make use of ICT to support/deliver Assessment for Learning in relation – to record pupil assessments accessibly (teachers' question 44A)

Response	All respondents %	Primary %	Secondary %	Special %
A great extent	33	25	41	29
To some extent	39	38	36	43
A little	13	16	11	13
Not at all	5	7	5	3
Not sure	8	12	5	8
No response	2	2	2	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.69: The extent to which respondents think they are able to successfully make use of ICT to support/deliver Assessment for learning in relation – to enable reviews of pupils' performance (teachers' question 44B)

Response	All respondents %	Primary %	Secondary %	Special %
A great extent	19	12	24	20
To some extent	41	37	42	45
A little	20	23	19	17
Not at all	6	8	7	3
Not sure	11	17	7	11
No response	3	2	2	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.70: The extent to which respondents think they are able to successfully make use of ICT to support/deliver Assessment for learning in relation to – identifying areas for improvement (teachers' question 44C)

Response	All respondents	Primary	Secondary	Special
A great extent	21	18	25	20
To some extent	45	42	45	48
A little	18	21	17	17
Not at all	5	6	5	4
Not sure	7	10	5	8
No response	3	2	3	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.71: The extent to which respondents think they are able to successfully make use of ICT to support/deliver Assessment for Learning in relation – to planning for individualised learning (teachers' question 44D)

Response	All respondents %	Primary %	Secondary %	Special %
A great extent	19	13	17	27
To some extent	42	40	42	43
A little	22	26	24	15
Not at all	6	7	7	3
Not sure	9	11	9	6
No response	3	2	2	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.72: The extent to which respondents think they are able to successfully make use of ICT to support/deliver Assessment for Learning in relation to – using ICT to test pupils’ understanding of learning objectives (teachers’ question 44E)

Response	All respondents %	Primary %	Secondary %	Special %
A great extent	15	11	18	15
To some extent	35	32	34	39
A little	23	25	21	24
Not at all	13	14	14	9
Not sure	12	15	11	9
No response	3	2	2	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.73: The extent to which respondents think they are able to successfully make use of ICT to support/deliver Assessment for Learning in relation to – recording pupils’ feedback and ideas (teachers’ question 44F)

Response	All respondents %	Primary %	Secondary %	Special %
A great extent	23	26	22	21
To some extent	34	37	32	34
A little	22	19	23	24
Not at all	10	9	11	8
Not sure	9	8	10	8
No response	3	2	2	4
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.3.74: The extent to which respondents think they are able to successfully make use of ICT to support/deliver Assessment for Learning in relation to – using pupils’ contributions to annotate teaching materials (teachers’ question 44G)

Response	All respondents %	Primary %	Secondary %	Special %
A great extent	23	26	25	17
To some extent	36	38	35	34
A little	19	18	19	22
Not at all	10	9	11	11
Not sure	9	8	8	11
No response	3	2	2	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

5.4 Continuing professional development

Table 5.4.1: Participated in any ICT leadership training in the past two years (senior leaders’ question 12)

Response	All respondents %	Primary %	Secondary %	Special %
Yes	34	35	43	25
No	64	63	55	74
No response	2	2	1	2
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.4.2: Types of leadership training (senior leaders’ questions 12ACODE1, 12ACODE2 and 12ACODE3)

Response	All respondents %	Primary %	Secondary %	Special %
SLICT	74	35	26	13
SLICT for SEN	1	0	0	1
ICT management	1	1	0	0
ICT awareness	2	1	0	1
ICT for leadership	3	1	1	1

Response	All respondents %	Primary %	Secondary %	Special %
Leading a specialist status school in mathematics and computing	1	0	1	0
Subject leaders' training	5	2	4	0
Headteachers' training	7	4	1	2
Leadership pathway	1	0	0	1
Leading from the middle	2	0	2	0
County learning net	1	0	0	1
National/County ICT conference	5	1	2	2
Leading leader network	2	2	1	0
FourS	1	1	0	0
EPRA	1	0	1	0
TEEP	2	0	2	0
BECTA	9	4	3	2
SSAT	6	0	5	1
CLEO (Cumbria and Lancashire Education Online)	1	0	1	0
Fronter	4	3	1	0
University training	1	1	0	0
Geographical association	1	0	0	1
NPqH	2	0	2	0
NCSL	12	2	5	4
NOVA	1	0	1	0
OFAT	1	0	1	0
Local authority training	28	10	10	7
Local cluster group training	2	1	0	1
From a private company/provider	5	3	1	1
From an ICT consultant	3	0	1	2
From my deputy head	1	0	0	1

Response	All respondents %	Primary %	Secondary %	Special %
Learning platforms/digital learning platforms	11	8	2	1
MLE/VLE implementation	10	3	4	3
Embedding a learning gateway	1	0	0	1
Data management/handling	3	3	0	0
E-safety	5	3	2	0
Online reporting	2	0	2	0
Assessment in ICT	1	1	0	0
Use of interactive whiteboard	1	0	1	0
Self review framework	8	6	0	2
SIMS	4	0	2	2
BSF training	4	0	3	1
Timetabling	1	0	1	0
FMS	1	0	0	1
School improvement software	1	0	0	1
In-house sessions to develop staff competencies within ICT	2	0	0	2
As a facilitator	5	0	4	1
School is a host school	2	1	1	0
Do not know	1	1	0	0
No response	4	3	0	1
N	185	78	65	42

A multiple-response item.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.4.3: Extent to which the following are used – individual ICT CPD reviews and developmental target setting (senior leaders' question 13A)

Response	All respondents %	Primary %	Secondary %	Special %
Often	30	22	39	33
Sometimes	41	46	32	41
Rarely	12	15	11	10
Never	12	12	15	11
Not sure	2	3	2	2
No response	2	2	1	4
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.4.4: Extent to which the following are used – staff ICT skills audits (senior leaders' question 13B)

Response	All respondents %	Primary %	Secondary %	Special %
Often	20	20	16	25
Sometimes	57	55	57	59
Rarely	13	15	15	9
Never	7	7	11	4
Not sure	1	2	1	1
No response	1	1	1	2
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.4.5: Extent to which the following are used – use of software for self-assessment of ICT skills (senior leaders' question 13C)

Response	All respondents %	Primary %	Secondary %	Special %
Often	4	3	3	5
Sometimes	27	27	22	31
Rarely	33	32	34	33
Never	32	33	37	27
Not sure	2	3	3	1

Response	All respondents %	Primary %	Secondary %	Special %
No response	2	2	1	4
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.4.6: Extent to which the following are used – consideration of ICT curriculum considered ‘weak’ use of ICT (senior leaders’ question 13D)

Response	All respondents %	Primary %	Secondary %	Special %
Often	20	20	19	22
Sometimes	56	57	56	54
Rarely	15	15	16	14
Never	5	4	7	4
Not sure	3	2	2	4
No response	2	2	1	4
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.4.7: Areas of CPD which have been a focus – general ICT skills (senior leaders’ question 14A)

Response	All respondents %	Primary %	Secondary %	Special %
Great extent	24	19	19	36
Some extent	49	51	48	46
A little	17	16	22	15
Not at all	6	9	9	1
Not applicable	1	1	1	0
No response	3	4	2	2
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.4.8: Areas of CPD which have been a focus – skills in using ICT to support teaching (senior leaders’ question 14B)

Response	All respondents %	Primary %	Secondary %	Special %
Great extent	36	35	28	44
Some extent	47	47	53	42
A little	13	14	15	9
Not at all	2	2	3	2
Not applicable	<1	0	<1	0
No response	1	1	1	3
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.4.9: Areas of CPD which have been a focus – skills in using ICT for specific subject matter (senior leaders' question 14C)

Response	All respondents %	Primary %	Secondary %	Special %
Great extent	23	18	28	24
Some extent	49	52	47	48
A little	20	20	19	21
Not at all	6	8	4	5
Not applicable	<1	0	2	0
No response	2	2	1	3
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.4.10: Areas of CPD which have been a focus – skills in using specific software applications (senior leaders' question 14D)

Response	All respondents %	Primary %	Secondary %	Special %
Great extent	32	29	34	32
Some extent	43	42	48	41
A little	16	17	16	15
Not at all	6	9	1	6
Not applicable	1	1	<1	2
No response	2	2	1	3

Response	All respondents %	Primary %	Secondary %	Special %
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.4.11: Areas of CPD which have been a focus – skills in using specific devices (senior leaders' question 14E)

Response	All respondents %	Primary %	Secondary %	Special %
Great extent	33	30	34	36
Some extent	43	44	45	39
A little	16	17	14	16
Not at all	6	6	6	4
Not applicable	1	1	<1	1
No response	2	2	0	4
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.4.12: Importance of the following ICT CPD activities for improving learning and teaching – teachers mentored by a colleague (senior leaders' question 15A)

Response	All respondents %	Primary %	Secondary %	Special %
Very important	44	47	41	44
Quite important	47	45	52	46
Not very important	6	6	5	8
Not at all important	<1	<1	0	0
Not used	2	2	1	1
Not sure	<1	0	1	1
No response	1	1	<1	1
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.4.13: Importance of the following ICT CPD activities for improving learning and teaching – collaborative learning between colleagues in the school (senior leaders' question 15B)

Response	All respondents %	Primary %	Secondary %	Special %
Very important	67	69	66	65
Quite important	29	28	30	28
Not very important	3	2	3	4
Not at all important	<1	<1	<1	0
Not used	1	1	0	1
Not sure	<1	0	1	0
No response	1	<1	0	1
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.4.14: Importance of the following ICT CPD activities for improving learning and teaching – collaborative learning with colleagues in other schools (senior leaders' question 15C)

Response	All respondents %	Primary %	Secondary %	Special %
Very important	16	17	14	18
Quite important	57	58	60	52
Not very important	20	18	19	23
Not at all important	<1	<1	<1	1
Not used	5	5	3	5
Not sure	1	0	3	1
No response	1	1	<1	1
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.4.15: Importance of the following ICT CPD activities for improving learning and teaching – participating in action research (senior leaders' question 15D)

Response	All respondents %	Primary %	Secondary %	Special %
Very important	8	7	12	7
Quite important	33	32	41	28
Not very important	39	40	30	44
Not at all important	5	5	3	5
Not used	10	11	8	10
Not sure	4	3	5	4
No response	1	1	<1	2
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.4.16: Importance of the following ICT CPD activities for improving learning and teaching –learning from an ICT expert (senior leaders' question 15E)

Response	All respondents %	Primary %	Secondary %	Special %
Very important	35	40	24	37
Quite important	53	50	64	46
Not very important	10	7	11	12
Not at all important	<1	0	0	1
Not used	1	1	<1	1
Not sure	1	<1	1	1
No response	1	1	0	2
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.4.17: Importance of the following ICT CPD activities for improving learning and teaching –online learning (senior leaders' question 15F)

Response	All respondents %	Primary %	Secondary %	Special %
Very important	10	9	10	11
Quite important	56	52	58	58
Not very important	27	31	27	23
Not at all important	1	1	0	2
Not used	4	5	3	4
Not sure	2	2	3	1
No response	1	1	0	2
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 5.4.18: Usefulness of method of delivery of ICT CPD –higher education course (teachers' question 36A)

Response	All respondents %	Primary %	Secondary %	Special %
Very useful	4	2	5	5
Quite useful	5	4	6	7
Not very useful	3	2	4	2
Not at all useful	1	1	1	2
None received	80	85	79	75
Not sure	3	4	3	3
No response	3	2	2	6
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.4.19: Usefulness of method of delivery of ICT CPD – local authority course (teachers' question 36B)

Response	All respondents %	Primary %	Secondary %	Special %
Very useful	7	7	6	7
Quite useful	23	26	20	24
Not very useful	6	6	6	6
Not at all useful	1	<1	1	1
None received	58	58	62	52
Not sure	3	2	2	4
No response	3	2	2	6
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.4.20: Usefulness of method of delivery of ICT CPD – formal school-based CPD (teachers' question 36C)

Response	All respondents %	Primary %	Secondary %	Special %
Very useful	13	12	11	16
Quite useful	44	44	44	44
Not very useful	7	4	10	8
Not at all useful	2	<1	3	1
None received	29	34	28	22
Not sure	3	3	3	3
No response	3	1	2	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.4.21: Usefulness of method of delivery of ICT CPD – course run by commercial or freelance trainer off site (teachers' question 36D)

Response	All respondents %	Primary %	Secondary %	Special %
Very useful	5	3	7	6
Quite useful	15	12	15	20
Not very useful	4	3	4	4
Not at all useful	1	2	1	1
None received	67	74	67	60
Not sure	3	5	2	3
No response	3	2	2	6
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.4.22: Usefulness of method of delivery of ICT CPD – informal school-based CPD (teachers' question 36E)

Response	All respondents %	Primary %	Secondary %	Special %
Very useful	16	15	16	18
Quite useful	43	40	44	46
Not very useful	4	3	6	2
Not at all useful	1	<1	1	2
None received	30	37	29	24
Not sure	3	3	2	2
No response	3	1	2	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.4.23: Usefulness of method of delivery of ICT CPD – online courses (teachers' question 36F)

Response	All respondents %	Primary %	Secondary %	Special %
Very useful	3	1	4	5
Quite useful	8	7	8	11
Not very useful	4	3	5	5
Not at all useful	1	2	1	2
None received	75	81	76	67
Not sure	3	3	3	3
No response	4	3	3	8
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.4.24: Helpfulness of ICT CPD activity – being a mentor (teachers' question 37A)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	7	6	7	8
Quite helpful	21	14	26	21
Not very helpful	4	4	5	4
Not at all helpful	1	2	1	1
None received	58	66	54	54
Not sure	6	7	5	7
No response	3	2	3	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.4.25: Helpfulness of ICT CPD activity – being mentored (teachers' question 37B)

Response	All respondents %	Primary %	Secondary %	Special %
Very useful	9	7	9	10
Quite useful	19	16	20	23
Not very useful	4	3	5	4
Not at all useful	1	1	1	1
None received	58	65	58	52
Not sure	5	6	4	5
No response	3	2	3	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.4.26: Helpfulness of ICT CPD activity – collaborative learning with others in school (teachers' question 37C)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	11	8	12	11
Quite helpful	38	37	36	41
Not very helpful	5	4	6	5
Not at all helpful	1	1	<1	2
None received	38	43	39	33
Not sure	4	5	4	2
No response	4	2	3	6
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.4.27: Helpfulness of ICT CPD activity – collaborative learning with colleagues in other schools (teachers' question 37D)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	3	2	4	2
Quite helpful	14	10	17	14
Not very helpful	4	2	4	5
Not at all helpful	1	1	1	2
None received	70	76	67	68
Not sure	4	5	3	3
No response	4	3	3	7
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.4.28: Helpfulness of ICT CPD activity – action research (teachers' question 37E)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	2	1	2	2
Quite helpful	7	7	10	5
Not very helpful	3	2	3	5
Not at all helpful	1	1	1	2
None received	75	78	75	72
Not sure	7	7	6	6
No response	4	4	3	7
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.4.29: Helpfulness of ICT CPD activity – ICT expert (teachers' question 37F)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	12	9	13	13
Quite helpful	31	30	31	30
Not very helpful	4	3	4	5
Not at all helpful	1	1	1	<1
None received	46	50	45	42
Not sure	4	4	4	3
No response	4	3	3	7
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.4.30: Helpfulness of ICT CPD activity – online learning (teachers' question 37G)

Response	All respondents %	Primary %	Secondary %	Special %
Very helpful	3	3	4	4
Quite helpful	14	10	16	16
Not very helpful	5	5	5	5
Not at all helpful	1	1	1	2
None received	68	72	67	63
Not sure	5	6	4	4
No response	4	4	3	7
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.4.31: Further development needed – software packages (teachers' question 38A)

Response	All respondents %	Primary %	Secondary %	Special %
a lot more	21	14	26	24
a little more	59	65	54	61
Do not need any more	16	19	16	11

Response	All respondents %	Primary %	Secondary %	Special %
Not applicable	2	1	2	2
No response	2	2	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.4.32: Further development needed – technology for teaching and learning (teachers' question 38B)

Response	All respondents %	Primary %	Secondary %	Special %
a lot more	20	15	20	24
a little more	61	67	56	61
Do not need any more	17	17	21	12
Not applicable	1	<1	1	1
No response	2	1	2	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.4.33: Further development needed – internet (teachers' question 38C)

Response	All respondents %	Primary %	Secondary %	Special %
a lot more	4	3	4	5
a little more	29	29	27	32
Do not need any more	64	65	66	59
Not applicable	1	1	1	<1
No response	2	1	2	2
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.4.34: Further development needed – learning platform (teachers' question 38D)

Response	All respondents %	Primary %	Secondary %	Special %
a lot more	40	38	43	38
a little more	27	23	34	22
Do not need any more	7	4	11	4
Not applicable	23	32	10	31
No response	3	2	2	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.4.35: Further development needed – creating electronic resources (teachers' question 38E)

Response	All respondents %	Primary %	Secondary %	Special %
a lot more	23	23	21	27
a little more	52	56	48	54
Do not need any more	21	18	27	14
Not applicable	2	3	2	2
No response	2	1	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.4.36: Further development needed – supporting pupils' use of technology (teachers' question 38F)

Response	All respondents %	Primary %	Secondary %	Special %
a lot more	25	20	28	24
a little more	58	65	51	60
Do not need any more	15	13	18	12

Not applicable	1	1	1	1
No response	2	1	2	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.4.37: Further development needed – digital video or camera equipment (teachers' question 38G)

Response	All respondents %	Primary %	Secondary %	Special %
a lot more	19	14	24	17
a little more	50	55	46	52
Do not need any more	28	30	26	28
Not applicable	1	<1	3	1
No response	2	1	1	3
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.4.38: Further development needed – other (teachers' question 38H)

Response	All respondents %	Primary %	Secondary %	Special %
a lot more	4	3	4	4
a little more	3	3	2	4
Do not need any more	3	3	3	1
Not applicable	17	18	18	13
No response	74	73	73	77
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 5.4.39: Further development needed – other (teachers' questions 38CODE1 and 38CODE2)

Response	All respondents %	Primary %	Secondary %	Special %
Looking at what is available	1	0	0	1
Technical support	1	1	1	0
Analysis equipment	1	0	1	0
PowerPoint/presentations	1	0	0	1
Gaming software	1	0	1	0
Subject specific technology/software	3	1	1	1
Flash programme	2	0	2	0
Film editing	5	1	4	0
Podcasts/videocasts	7	3	3	1
Music technology	1	0	0	1
CAD/CAM	1	0	1	0
Excel spreadsheets	1	0	1	0
E-profile	1	1	0	0
Using ICT for personalised learning	1	1	0	0
Using ICT for assessment	2	2	1	0
Using data-logging equipment	7	1	2	4
Using GIS	1	0	1	0
Using interactive whiteboard	6	2	1	3
Communication systems/mobile phones/video conferencing	4	0	1	3
Using accessibility equipment	5	0	0	5
Using mobile laptops/PDAs	1	0	1	0

Response	All respondents %	Primary %	Secondary %	Special %
Computer controlled machines/equipment	1	0	1	0
MacUse	2	0	2	0
Finding relevant websites	2	1	0	1
Web page development	1	0	1	0
Managing a learning platform	3	1	2	0
Using FrogServer	1	0	1	0
More training as ICT constantly changing	5	2	1	2
New methods of using old technology	1	1	0	0
Other relevant/vague comment	1	0	0	1
Not relevant/uncodeable comment	4	2	1	1
No response	73	26	30	17
N	142	44	56	42

A multiple-response item.

Source: NFER Harnessing Technology teachers survey 2009.

6 Special themes

6.1 E-safety

Table 6.1.1: School has an e-safety/acceptable use policy (senior leaders' question 32)

Response	All respondents %	Primary %	Secondary %	Special %
Yes	88	86	93	86
No	7	9	2	8
Do not know	3	3	4	3
No response	2	3	<1	4
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.1.2: School's e-safety/acceptable use policy includes all network users (senior leaders' question 32A1)

Response	All respondents %	Primary %	Secondary %	Special %
Yes	90	90	91	88
No	7	7	7	6
Do not know	1	2	<1	1
No response	3	1	2	5
N	475	190	139	146

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.1.3: School's e-safety/acceptable use policy indicates consequences for non adherence (senior leaders' question 32A2)

Response	All respondents %	Primary %	Secondary %	Special %
Yes	79	71	91	77
No	12	18	6	10
Do not know	5	8	<1	7
No response	4	3	3	6
N	475	190	139	146

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.1.4: School's e-safety/acceptable use policy describes e-safety roles and responsibilities (senior leaders' question 32A3)

Response	All respondents %	Primary %	Secondary %	Special %
Yes	80	84	72	82
No	12	8	21	10
Do not know	4	4	3	3
No response	5	4	4	5
N	475	190	139	146

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.1.5: School's e-safety/acceptable use policy outlines technical provisions for ensuring the safety and security of the infrastructure (senior leaders' question 32A4)

Response	All respondents %	Primary %	Secondary %	Special %
Yes	64	64	63	66
No	20	18	26	18
Do not know	10	13	7	10
No response	5	5	4	5
N	475	190	139	146

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.1.6: School's e-safety/acceptable use policy outlines provisions made to ensure the protection of personal data (senior leaders' question 32A5)

Response	All respondents %	Primary %	Secondary %	Special %
Yes	71	74	70	68
No	16	13	18	17
Do not know	8	8	7	8
No response	5	5	4	7
N	475	190	139	146

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.1.7: School's e-safety/acceptable use policy addresses the use of personal equipment (senior leaders' question 32A6)

Response	All respondents %	Primary %	Secondary %	Special %
Yes	65	61	73	63
No	21	26	16	20
Do not know	8	8	7	11
No response	5	6	4	6
N	475	190	139	146

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.1.8: School's e-safety/acceptable use policy outlines what is unsuitable online activity (senior leaders' question 32A7)

Response	All respondents %	Primary %	Secondary %	Special %
Yes	89	87	95	88
No	3	4	1	4
Do not know	3	4	<1	2
No response	5	5	3	5
N	475	190	139	146

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.1.9: School's e-safety/acceptable use policy describes how incidents, other than non adherence, will be handled (senior leaders' question 32A8)

Response	All respondents %	Primary %	Secondary %	Special %
Yes	65	62	70	63
No	16	19	15	15
Do not know	12	13	9	14
No response	7	6	6	8
N	475	190	139	146

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.1.10: Methods of monitoring the impact of the school's e-safety/acceptable use policy (senior leaders' questions 33-1, 33-2, 33-3, 33-4 and 33-5)

Response	All respondents %	Primary %	Secondary %	Special %
By keeping log of reported incidents	65	61	74	62
By monitoring network activity	63	48	83	66
Via surveys of learners	11	12	13	6

Via surveys of parents/carers	9	11	10	5
Via surveys of staff	16	23	9	14
No response	9	10	6	11
N	475	190	139	146

A multiple-response item.

More than one answer could be given, so percentages may sum to more than 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Tables 6.1.11: Sources used for E-safety advice (senior leaders' questions 34-1, 34-2, 34-3, 34-5 and 34-6)

Response	All respondents %	Primary %	Secondary %	Special %
Child Exploitation and Online Protection Centre (CEOP)	24	17	39	19
Childnet	16	12	23	15
Becta	47	43	58	42
Local Safeguarding Children Board	26	30	17	29
Local authority	78	83	73	75
Other	7	5	10	7
No response	10	9	8	13
N	542	222	150	170

A multiple-response item.

More than one answer could be given, so percentages may sum to more than 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.1.12: Sources used for e-safety advice – other (senior leaders' question 34CODE1)

Response	All respondents %	Primary %	Secondary %	Special %
DCSF – Know It All	1	0	1	0
NCSL	1	1	0	0
NSPCC	1	0	1	0
LGfL (London)	2	0	1	1
SWGfL	6	2	1	3

Response	All respondents %	Primary %	Secondary %	Special %
E2BN	1	0	1	0
Securus	1	0	1	0
Ranger	1	0	0	1
Police	4	0	4	0
BBC	1	0	0	1
Think U Know	1	1	0	0
Surf Control	1	0	0	1
Keeping Kids Safe	1	0	1	0
Headteacher	1	0	0	1
Junior school	1	1	0	0
Other schools	5	2	1	2
Governors	1	0	0	1
Other authorities	1	1	0	0
Overseas websites	1	1	0	0
Training course	1	1	1	0
Research	1	0	1	0
ICT partners	1	0	1	0
Managed service provider	1	1	0	0
Wrote ourselves	2	0	2	0
Other relevant/vague comment	1	0	0	1
No response	1	0	1	0
N	38	10	16	12

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.1.13: Extent to which critical evaluation of information from the internet is addressed for learners in schools (senior leaders' question 35A)

Response	All respondents %	Primary %	Secondary %	Special %
Fully addressed	11	8	23	5
To a great extent	26	21	44	16
To some extent	38	45	27	39

Not addressed	13	15	0	23
Do not know	4	5	<1	4
No response	8	7	5	12
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.1.14: Extent to which history of information technology is addressed for learners in schools (senior leaders' question 35B)

Response	All respondents %	Primary %	Secondary %	Special %
Fully addressed	2	1	5	1
To a great extent	9	3	20	7
To some extent	39	39	48	32
Not addressed	35	43	15	42
Do not know	7	8	6	6
No response	8	7	5	12
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.1.15: Extent to which accessing services online is addressed for learners in schools (senior leaders' question 35C)

Response	All respondents %	Primary %	Secondary %	Special %
Fully addressed	4	1	11	2
To a great extent	10	3	21	9
To some extent	32	17	49	38
Not addressed	42	67	11	36
Do not know	4	5	4	4
No response	8	7	5	12
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.1.16: Extent to which E-safety is addressed for learners in schools (senior leaders' question 35D)

Response	All respondents %	Primary %	Secondary %	Special %
Fully addressed	21	19	32	13
To a great extent	35	29	38	39
To some extent	31	40	23	26
Not addressed	4	2	0	9
Do not know	2	3	2	2
No response	8	7	5	11
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.1.17: Extent to which overview of websites is addressed for learners in schools (senior leaders' question 35E)

Response	All respondents %	Primary %	Secondary %	Special %
Fully addressed	12	7	23	10
To a great extent	32	25	48	27
To some extent	35	42	22	38
Not addressed	10	13	<1	13
Do not know	3	6	1	2
No response	8	7	6	10
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

6.2 ICT, home and remote access

Table 6.2.1: Proportions of pupils at the school who have home access to a computer (senior leaders' question 29)

Proportions of pupils have:	Primary		Secondary		Special	
	Mean	N	Mean	N	Mean	N
Home access computer loaned by school	2.86	181	1.79	117	3.37	135
Home access own/family-owned computer	70.85	191	85.19	132	55.11	137
Home access via national scheme	1.63	169	3.32	106	3.15	124
No home access	26.92	178	13.97	126	39.79	135

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.2.2: Awareness of home access schemes (senior leaders' question 30)

Response	All respondents %	Primary %	Secondary %	Special %
Not aware of any home access scheme(s)	55	69	36	53
Aware of home access scheme(s) not yet implementing	31	27	40	28
Implementing an access scheme	11	1	20	15
No response	3	3	3	4
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.2.3: Extent to which the home access scheme will impact on school's ICT purchasing policy (senior leaders' question 31A)

Response	All respondents %	Primary %	Secondary %	Special %
Large impact	14	18	9	13
Medium impact	14	12	16	15
Small impact	22	18	28	22
No impact	19	16	16	25
Do not know	23	28	22	17
No response	8	7	8	8
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.2.4: Extent to which the home access scheme will impact on school's information management strategy (senior leaders' question 31B)

Response	All respondents %	Primary %	Secondary %	Special %
Large impact	14	12	16	14
Medium impact	24	22	28	22
Small impact	19	18	23	16
No impact	12	10	9	18
Do not know	24	31	16	21
No response	7	6	7	8
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.2.5: Extent to which the home access scheme will impact on school's policies on bringing 'own' devices into school (senior leaders' question 31C)

Response	All respondents %	Primary %	Secondary %	Special %
Large impact	21	21	28	15
Medium impact	19	16	24	19
Small impact	18	16	19	21

Response	All respondents %	Primary %	Secondary %	Special %
No impact	13	10	9	20
Do not know	20	29	12	16
No response	8	7	8	8
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.2.6: Extent to which the home access scheme will impact on schools approaches to pedagogy/ways of teaching (senior leaders' question 31D)

Response	All respondents %	Primary %	Secondary %	Special %
Large impact	21	22	24	19
Medium impact	31	30	38	26
Small impact	17	15	15	21
No impact	7	6	6	11
Do not know	16	22	10	15
No response	7	6	8	8
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.2.7: Extent to which the home access scheme will impact on parental engagement (senior leaders' question 31E)

Response	All respondents %	Primary %	Secondary %	Special %
Large impact	24	26	25	20
Medium impact	35	32	44	32
Small impact	15	15	11	18
No impact	5	2	5	8
Do not know	15	20	9	15
No response	6	5	6	6
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.2.8: Extent to which the home access scheme will impact on 'other' (senior leaders' question 31F)

Response	All respondents %	Primary %	Secondary %	Special %
Large impact	2	1	1	4
Medium impact	1	<1	0	2
Small impact	1	2	1	0
No impact	2	<1	2	4
Do not know	18	25	10	14
No response	77	71	86	77
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.2.9: Extent to which the home access scheme will impact on 'other' (senior leaders' question 31CODE1)

Response	All respondents %	Primary %	Secondary %	Special %
Improving pupil learning through Internet research	3	1	1	1
Access to VLE (and e-portfolios)	1	0	0	1
Impact of ICT on curriculum/curriculum delivery	1	1	0	0
Communication aids	1	0	0	1
Creating a lot of extra work	1	0	1	0
School available to all groups 24/7	1	0	1	0
Huge impact on budget	2	0	0	2
No response	116	62	19	34
N	125	65	21	39

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.2.10: Proportions of pupils who have home access to a computer (ICT co-ordinators' question 27)

Proportions of pupils who have home access:	All respondents		Primary		Secondary		Special	
	Mean	N	Mean	N	Mean	N	Mean	N
Computer loaned or leased by the school	3.20	568	3.54	198	3.61	167	2.54	204
Own/family-owned computer	72.84	585	75.34	203	83.65	177	60.94	204
ICT resources via a national scheme	1.67	516	0.96	176	1.43	153	2.55	186
No home access	23.22	556	23.46	197	11.63	167	33.09	192

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.2.11: Percentage of schools who have home access scheme(s) (ICT co-ordinators' question 28)

Response	All respondents %	Primary %	Secondary %	Special %
Yes	10	4	15	11
No	88	94	81	88
No response	2	1	4	1
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.2.12: Home access schemes used by schools (ICT co-ordinators' questions 28ACODE1, 28ACODE2 and 28ACODE3)

Response	All respondents	Primary	Secondary	Special
	N	N	N	N
Moodle /Moodle do	3	1	1	1
Kaleidos/KLP.RM	1	0	0	1
Fronter	2	1	1	0
Knowledge Box	1	1	0	0

Response	All respondents	Primary	Secondary	Special
	N	N	N	N
University	1	0	1	0
Espresso	2	1	0	1
Digitalbrain	1	0	1	0
E-folio/local e-folio	2	2	0	0
Education City	1	0	0	1
Parent Mail	1	1	0	0
Citric ICA	1	1	0	0
CONTENTSTREAM	1	0	1	0
Easilink (RM)	3	0	2	1
Ranger Outpost	5	0	5	0
Netlinc portal/intranet	1	0	0	1
Learning platform/VLE (type unspecified)	7	2	4	1
School website	2	1	2	0
Sun Global Desktop	1	0	1	0
Computers for Pupils	16	0	8	8
Computers for Learners	2	0	2	0
Government scheme administered by e- learning foundation	1	0	0	1
NHLC-funded laptops for pupils' home use	1	1	0	0
Town scheme based on Becta pilot	2	0	1	1
Teacher home access scheme	1	0	1	0
Local authority supplies laptops for Diploma students to use at home	1	0	0	1
School identifies students/loans to parents who train/gain insurance	2	1	0	1
School provides laptops for SEN pupils	2	0	1	1

Response	All respondents	Primary	Secondary	Special
	N	N	N	N
Via local authority	2	0	1	1
Bespoke scheme	1	0	0	1
Staff have laptops on (long term) loan	2	0	1	1
Laptops loaned to sixth form students	2	0	2	0
Old school laptops loaned to pupils without PCs at home	1	0	1	0
Loan of computers (general)	3	1	2	1
Other relevant/vague comment	1	0	0	1
No response	4	0	3	1
N	63	10	29	24

A multiple-response item.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.2.13: The extent to which the home access scheme has made a difference to teachers' lesson planning (ICT co-ordinators' question 29A)

Response	All respondents %	Primary %	Secondary %	Special %
A great extent	18	17	23	13
Some extent	28	61	15	29
A little	17	0	22	17
Not at all	21	13	23	21
Do not know	13	0	13	17
No response	4	9	3	4
N	63	10	29	24

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.2.14: The extent to which the home access scheme has made a difference to teachers' lesson delivery (ICT co-ordinators' question 29B)

Response	All respondents %	Primary %	Secondary %	Special %
A great extent	12	0	15	13
Some extent	32	61	28	25
A little	18	17	19	17
Not at all	22	13	23	25
Do not know	11	0	11	17
No response	4	9	3	4
N	63	10	29	24

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.2.15: The extent to which the home access scheme has made a difference to assessment for learning (ICT co-ordinators' question 29C)

Response	All respondents %	Primary %	Secondary %	Special %
A great extent	11	8	13	8
Some extent	25	10	33	21
A little	28	59	22	21
Not at all	20	13	18	25
Do not know	11	0	11	17
No response	6	9	3	8
N	63	10	29	24

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.2.16: The extent to which the home access scheme has made a difference to personalising learning (ICT co-ordinators' question 29D)

Response	All respondents %	Primary %	Secondary %	Special %
A great extent	13	0	21	8
Some extent	34	70	26	29
A little	20	13	21	21
Not at all	17	8	18	21
Do not know	11	0	11	17
No response	4	9	3	4
N	63	10	29	24

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.2.17: The extent to which the home access scheme has made a difference to communication between staff (ICT co-ordinators' question 29E)

Response	All respondents %	Primary %	Secondary %	Special %
A great extent	14	10	20	8
Some extent	23	36	23	17
A little	21	0	20	29
Not at all	27	45	22	25
Do not know	11	0	11	17
No response	4	9	3	4
N	63	10	29	24

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.2.18: The extent to which the home access scheme has made a difference to communication with learners (ICT co-ordinators' question 29F)

Response	All respondents %	Primary %	Secondary %	Special %
A great extent	9	19	9	4
Some extent	23	34	25	17
A little	30	30	34	25
Not at all	24	8	18	38
Do not know	10	0	11	13
No response	4	9	3	4
N	63	10	29	24

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.2.19: The extent to which the home access scheme has made a difference to communication with parents (ICT co-ordinators' question 29G)

Response	All respondents %	Primary %	Secondary %	Special %
A great extent	11	27	10	4
Some extent	13	24	7	17
A little	24	41	27	13
Not at all	34	0	35	46
Do not know	13	0	13	17
No response	7	9	8	4
N	63	10	29	24

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.2.20: The extent to which the home access scheme has made a difference to teachers' report writing (ICT co-ordinators' question 29H)

Response	All respondents %	Primary %	Secondary %	Special %
A great extent	15	17	16	13
Some extent	26	19	36	17
A little	12	19	10	13

Response	All respondents %	Primary %	Secondary %	Special %
Not at all	30	37	25	33
Do not know	13	0	11	21
No response	4	9	3	4
N	63	10	29	24

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.2.21: The extent to which the home access scheme has made a difference to teachers' homework setting (ICT co-ordinators' question 29I)

Response	All respondents %	Primary %	Secondary %	Special %
A great extent	12	19	19	0
Some extent	30	35	33	25
A little	21	21	24	17
Not at all	22	17	10	38
Do not know	11	0	11	17
No response	4	9	3	4
N	63	10	29	24

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.2.22: The extent to which home access will impact on school's ICT purchasing policy (ICT co-ordinators' question 30A)

Response	All respondents %	Primary %	Secondary %	Special %
Large impact	14	15	18	11
Medium impact	20	19	22	18
Small impact	24	22	25	26
No impact	34	33	30	37
No response	8	10	6	8
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.2.23: The extent to which home access will impact on policies on bringing own devices into school (ICT co-ordinators' question 30B)

Response	All respondents %	Primary %	Secondary %	Special %
Large impact	16	14	28	8
Medium impact	24	20	31	23
Small impact	24	25	21	27
No impact	27	30	15	33
No response	9	11	6	9
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.2.24: The extent to which home access will impact on ways of teaching (ICT co-ordinators' question 30C)

Response	All respondents %	Primary %	Secondary %	Special %
Large impact	22	23	26	17
Medium impact	35	34	43	29
Small impact	23	22	19	27
No impact	12	10	5	18
No response	9	11	7	9
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.2.25: The extent to which home access will impact on parental engagement (ICT co-ordinators' question 30D)

Response	All respondents %	Primary %	Secondary %	Special %
Large impact	26	27	30	23
Medium impact	36	39	38	30
Small impact	22	17	21	29
No impact	7	7	5	9

Response	All respondents %	Primary %	Secondary %	Special %
No response	9	10	7	8
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.2.26: The extent to which home access will impact on ‘other’ (ICT co-ordinators’ question 30E)

Response	All respondents %	Primary %	Secondary %	Special %
Large impact	1	1	1	1
Medium impact	1	1	1	1
Small impact	2	2	2	1
No impact	10	12	5	12
No response	86	84	92	84
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.2.27: The extent to which home access will impact on ‘other’ (ICT co-ordinators’ question 30CODE1)

Response	All respondents %	Primary %	Secondary %	Special %
Homework policy	2	1	0	1
Policy for accessing VLE	1	0	0	1
Insurance	1	0	0	1
SEN	1	0	0	1
Opportunities for collaborative work by pupils	1	0	1	0
Learners’ achievement	1	0	0	1
Project based learning	1	0	1	0
Not applicable	2	2	0	0
Not relevant/uncodeable comment	1	0	1	0

Response	All respondents %	Primary %	Secondary %	Special %
No response	79	33	13	32
N	89	36	15	37

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

6.3 Parental engagement

Table 6.3.1: Extent to which ICT has improved school's ability to engage parents in relation to assessment of their child's progress (senior leaders' question 36A)

Response	All respondents %	Primary %	Secondary %	Special %
Great improvement	12	5	23	12
Some improvement	26	21	34	25
A little improvement	19	18	23	16
No improvement	25	31	13	26
Did not need improvement	3	6	<1	4
Not sure	8	10	6	7
No response	7	9	1	9
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.3.2: Extent to which ICT has improved school's ability to engage parents in relation to review of their child's work (senior leaders' question 36B)

Response	All respondents %	Primary %	Secondary %	Special %
Great improvement	6	3	11	6
Some improvement	23	17	33	23
A little improvement	22	18	28	23
No improvement	29	39	18	28
Did not need improvement	3	6	1	2
Not sure	8	9	8	8
No response	7	8	1	10
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.3.3: Extent to which ICT has improved school's ability to engage parents in relation to forthcoming work plans (senior leaders' question 36C)

Response	All respondents %	Primary %	Secondary %	Special %
Great improvement	9	10	11	5
Some improvement	21	21	26	18
A little improvement	21	17	29	20
No improvement	31	32	23	36
Did not need improvement	2	4	1	2
Not sure	7	7	7	8
No response	8	10	2	11
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.3.4: Extent to which ICT has improved school's ability to engage parents in relation to their child's attendance (senior leaders' question 36D)

Response	All respondents %	Primary %	Secondary %	Special %
Great improvement	13	13	24	4
Some improvement	26	24	39	18
A little improvement	19	20	16	21
No improvement	23	24	15	30
Did not need improvement	5	6	1	6
Not sure	6	6	3	8
No response	7	7	2	12
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.3.5: Extent to which ICT has improved school's ability to engage parents in relation to their child's behaviour (senior leaders' question 36E)

Response	All respondents %	Primary %	Secondary %	Special %
Great improvement	5	3	10	4
Some improvement	17	10	30	15
A little improvement	18	14	23	19
No improvement	35	43	26	33
Did not need improvement	8	10	3	9
Not sure	9	10	6	9
No response	8	10	3	11
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.3.6: Extent to which ICT has improved school's ability to engage parents in relation to school strategic developmental plans (senior leaders' question 36F)

Response	All respondents %	Primary %	Secondary %	Special %
Great improvement	7	6	10	6
Some improvement	23	20	29	21
A little improvement	21	23	20	19
No improvement	30	29	31	31
Did not need improvement	3	4	1	3
Not sure	9	10	7	9
No response	8	9	2	11
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.3.7: Extent to which ICT has improved school's ability to engage parents in relation to school finances question 36G)

Response	All respondents %	Primary %	Secondary %	Special %
Great improvement	10	9	10	11
Some improvement	13	12	15	12
A little improvement	13	10	16	14
No improvement	38	41	37	37
Did not need improvement	8	9	8	5
Not sure	12	11	12	11
No response	7	9	2	10
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.3.8: Extent to which ICT has improved school's ability to engage parents in relation to issues around school rules (senior leaders' question 36H)

Response	All respondents %	Primary %	Secondary %	Special %
Great improvement	5	4	5	6
Some improvement	23	23	27	19
A little improvement	23	19	31	21
No improvement	28	30	21	32
Did not need improvement	4	5	4	2
Not sure	10	10	10	11
No response	7	9	2	10
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.3.9: Extent to which ICT has improved school's ability to engage parents in relation to news about the school (senior leaders' question 36I)

Response	All respondents %	Primary %	Secondary %	Special %
Great improvement	30	28	35	28
Some improvement	35	36	40	30
A little improvement	14	14	13	15
No improvement	10	10	7	12
Did not need improvement	1	2	0	0
Not sure	4	4	3	5
No response	6	6	1	9
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.3.10: How often school's ICT facilities are made available for community use for drop-in access to the internet during the school day (senior leaders' question 37A)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a week	5	4	6	5
About once a week	3	4	2	1
Between once and three times a month	1	1	2	1
Less than once a month	7	6	9	5
Never/school does not have such facilities	77	79	72	79
Not sure	2	2	3	2
No response	5	4	5	8
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.3.11: How often school's ICT facilities are made available for community use for access to other ICT facilities during the school day (senior leaders' question 37B)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a week	5	2	8	5
About once a week	4	6	4	4
Between once and three times a month	2	1	2	2
Less than once a month	7	5	11	5
Never/school does not have such facilities	75	80	69	75
Not sure	2	3	2	1
No response	5	4	4	8
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.3.12: How often school's ICT facilities are made available for community use for drop-in access to the internet outside the school day (senior leaders' question 37C)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a week	4	4	7	2
About once a week	5	5	8	2
Between once and three times a month	2	0	4	2
Less than once a month	7	7	10	5
Never/school does not have such facilities	75	79	64	78
Not sure	3	3	4	2
No response	5	3	3	9
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.3.13: How often school's ICT facilities are made available for community use for access to other ICT facilities outside the school day (senior leaders' question 37D)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a week	5	3	11	1
About once a week	6	6	11	4
Between once and three times a month	3	<1	7	2
Less than once a month	8	5	13	6
Never/school does not have such facilities	69	78	48	76
Not sure	3	3	4	2
No response	6	4	5	9
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.3.14: How often school's ICT facilities are made available for community use for adult learning or evening classes (senior leaders' question 37E)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a week	6	2	15	2
About once a week	11	10	19	4
Between once and three times a month	3	2	7	2
Less than once a month	11	11	17	5
Never/school does not have such facilities	61	70	32	76
Not sure	3	2	6	1
No response	5	3	4	9
N	542	222	150	170

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology senior leaders survey 2009.

Table 6.3.15: How often school's ICT facilities are available for use by learners as breakfast clubs (ICT co-ordinators' question 41A)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a week	15	15	26	7
About once a week	2	2	2	1
Between once and three times a month	1	1	1	<1
Less than once a month	3	3	4	2
Never no facilities	66	71	46	78
Not sure	7	4	14	4
No response	6	4	8	7
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.3.16: How often school's ICT facilities are available for use by learners as lunchtime clubs (ICT co-ordinators' question 41B)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a week	43	17	78	38
About once a week	13	17	4	16
Between once and three times a month	4	6	1	4
Less than once a month	5	11	2	3
Never no facilities	28	43	6	30
Not sure	4	4	6	4
No response	3	4	3	4
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.3.17: How often school's ICT facilities are available for use by learners as after-school clubs (ICT co-ordinators' question 41C)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a week	29	14	62	15
About once a week	19	26	14	17
Between once and three times a month	6	8	4	5
Less than once a month	6	9	2	5
Never no facilities	33	36	8	51
Not sure	4	3	6	4
No response	4	3	4	4
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.3.18: How often school's ICT facilities are available for use by learners as informal access before school (ICT co-ordinators' question 41D)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a week	25	9	53	16
About once a week	3	4	4	<1
Between once and three times a month	2	1	3	3
Less than once a month	5	6	5	4
Never no facilities	57	73	24	68
Not sure	5	3	6	5
No response	4	4	5	4
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.3.19: How often school's ICT facilities are available for use by learners as informal access at lunchtimes/breaks (ICT co-ordinators' question 41E)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a week	49	20	81	50
About once a week	7	9	3	9
Between once and three times a month	5	9	1	4
Less than once a month	5	9	2	4
Never no facilities	28	48	6	26
Not sure	3	2	4	4
No response	3	3	3	2
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.3.20: How often school's ICT facilities are available for use by learners as informal access after school (ICT co-ordinators' question 41F)

Response	All respondents %	Primary %	Secondary %	Special %
More than once a week	29	8	72	13
About once a week	6	4	7	6
Between once and three times a month	3	3	1	4
Less than once a month	5	8	2	3
Never no facilities	52	70	10	68
Not sure	4	3	5	4
No response	4	4	3	3
N	650	229	193	227

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology ICT co-ordinators survey 2009.

Table 6.3.21: The extent to which respondents think ICT has improved parental engagement in relation to assessment of their child's work (teachers' question 45A)

Response	All respondents %	Primary %	Secondary %	Special %
Great improvement	6	3	9	5
A little improvement	23	17	28	22
No improvement	35	37	33	34
Did not need improving	2	3	1	1
Not sure	31	36	26	33
No response	3	3	2	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 6.3.22: The extent to which respondents think ICT has improved parental engagement in relation to assessment of child's progress (teachers' question 45B)

Response	All respondents %	Primary %	Secondary %	Special %
Great improvement	9	4	14	7
L little improvement	30	21	37	29
No improvement	28	35	23	27
Did not need improving	2	4	1	1
Not sure	28	34	22	31
No response	3	3	3	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 6.3.23: The extent to which respondents think ICT has improved parental engagement in relation to forthcoming work plans, lessons and assignments (teachers' question 45C)

Response	All respondents %	Primary %	Secondary %	Special %
Great improvement	6	6	8	3
A little improvement	27	24	32	21
No improvement	33	31	32	36
Did not need improving	2	2	1	1
Not sure	29	33	24	33
No response	4	3	3	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 6.3.24: The extent to which respondents think ICT has improved parental engagement in relation to their child's attendance (teachers' question 45D)

Response	All respondents %	Primary %	Secondary %	Special %
Great improvement	11	8	17	7
A little improvement	24	20	31	17
No improvement	30	32	26	33
Did not need improving	3	4	1	3
Not sure	30	34	22	35
No response	3	3	3	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 6.3.25: The extent to which respondents think ICT has improved parental engagement in relation to their child's behaviour (teachers' question 45E)

Response	All respondents %	Primary %	Secondary %	Special %
Great improvement	5	1	9	4
A little improvement	19	12	26	17
No improvement	38	41	37	36
Did not need improving	2	4	1	2
Not sure	32	38	25	35
No response	3	3	2	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 6.3.26: The extent to which respondents think ICT has improved parental engagement in relation to school strategic development plans (teachers' question 45F)

Response	All respondents %	Primary %	Secondary %	Special %
Great improvement	7	4	9	7
A little improvement	26	23	31	21
No improvement	27	28	27	27
Did not need improving	1	2	1	2
Not sure	35	41	30	38
No response	3	3	3	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 6.3.27: The extent to which respondents think ICT has improved parental engagement in relation to school finances (teachers' question 45G)

Response	All respondents %	Primary %	Secondary %	Special %
Great improvement	4	3	5	4
A little improvement	14	12	16	12
No improvement	30	31	30	30
Did not need improving	2	2	1	2
Not sure	47	49	46	46
No response	3	3	3	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 6.3.28: The extent to which respondents think ICT has improved parental engagement in relation to issues around governance/school rules (teachers' question 45H)

Response	All respondents %	Primary %	Secondary %	Special %
Great improvement	4	2	5	5
A little improvement	22	21	26	17
No improvement	28	28	27	29
Did not need improving	2	2	2	2
Not sure	41	44	38	42
No response	4	3	2	6
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.

Table 6.3.29: The extent to which respondents think ICT has improved parental engagement in relation to news about the school (teachers' question 45I)

Response	All respondents %	Primary %	Secondary %	Special %
Great improvement	27	25	30	24
A little improvement	38	37	42	34
No improvement	12	12	9	14
Did not need improving	1	1	1	<1
Not sure	19	22	15	22
No response	4	3	3	5
N	1,616	519	655	442

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology teachers survey 2009.