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Questionnaire Data
Summary of Findings
Year 4, 2006

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Key findings for policy

- **ICT competence and confidence**
 - Test Bed staff, students and parents at all levels have shown year-on-year growth in ICT competence and confidence. They are now very much part of the e-society that pervades life today.
 - Most staff both teaching and support have access to ICT at home and at school. Out of school or home ICT access is used very little but there is a positive relationship between all support staff, primary teaching staff and parents with no home access and ICT use in libraries. This relationship does not hold for secondary teaching staff.
- **Pedagogy**
 - The technology dip, that is the dip in pedagogic performance of staff as they come to terms with the technology, is evidenced within Test Bed. Recovery from the technology dip has been shown to lag about 12 months behind the development of ICT skills. Once recovery is under way an expanded pedagogy has been shown to emerge with staff undertaking a greater range of pedagogic approaches and more able to release some level of control to their students.
 - The evidence of the technology dip and subsequent pedagogic blossoming has implications for the structure of any future ICT related research.
- **Students**
 - Digital technologies are now an 'everyday' tool for most students at home and school, including for KS1 and KS2 children, The KS1 and KS2 students, in particular, are demonstrating a range of skills they did not possess at the start of the project.
 - While the majority of students of all ages have access and use of information technologies in the home a core of students have no such access. Now some 90 per cent of students do have home access, those without facilities become more and not less of a concern as teaching will be directed to the majority
 - Out of school or home ICT access is used very little but there is a positive relationship between further education (FE) students with no home access and ICT use in libraries. This relationship does not hold for primary and secondary pupils
 - At KS2 and secondary level, the school disaffected form a small but significant minority of pupils within our sample.
- **Home school links**
 - The level of e-activity between the home and school is growing, although still remains limited to more of a push technology than a sustained pattern of interchange between home and school.

- School contact with parents remains a mainly traditional affair, occurring through letters and by telephone. Contact through electronic means had increased and whilst this was only a small increase it was significant over the four years.

Methodological issues

Weighted or proportional change score

Two measures of the change in activity between 2003 (year one of the project) and 2006 (year four of the project) are recorded here. The first is the unweighted or raw percentage change score (in brackets throughout the document) and the second is a weighted change measure.

Whilst the unweighted or raw percentage change is a valid measure and has the benefit of high accessibility for the reader, it tends to overemphasise the importance of change at the lower end of activity while damping down the degree of change at the higher end. For example, the raw change figures for presentation and chat room usage (extract from table 3) suggest that the change in level of chat room use is very significant (+129 per cent) compared to that for presentations (+70 per cent), but inspection of the percentage use figures clearly shows that more pupils are now using presentations and the overall growth is three times that of the growth in chat room use. The weighted percentage change clearly shows that the rise in presentational software use (weighted +23 per cent) is a more important shift in activity than the chat room use (+8 per cent). Thus the weighted percentage change emphasises the importance of the change and provides a better indicator of level of activity than the raw percentage change.

Extract from Table 3:

Activity	Percentage use 2003	Percentage use 2006	Weighted Change (raw % change) 03-06
Presentations	50	85	+23 (+70)
Chat rooms	7	16	+8 (+129)

Variable date of the baseline

(2) Where possible, the baseline measure reported here is taken from the 2003 survey. However, as a result of minor changes being made to some of the questionnaires in 2004, in some instances the baseline measure reported is from the 2004 survey to ensure parity between the data sets.

Correlations

A series of correlation analyses were carried out to determine the relationship between use of a computer at home and in a public library. The rationale behind these analyses was based on the assumption that use of a computer at home would result in low use of a computer outside the home (other than at work or school) whereas for those without a computer at home or who have

limited access at home it might be expected that the take up of facilities outside the home would be greater.

Positive correlations were found between home use and use at a public library for non teaching staff from across all three sectors (primary, secondary and FE), teaching staff from the primary sector, parents and students at FE colleges, indicating that as use at home increases so too does use at a library. This was counter to predictions. The reverse was found for secondary and FE teaching staff, and secondary and key stage two students where negative correlations indicated that as use at one increases, use at the other decreases. This is as we might have predicted.

Key Stage 1 and Key Stage 2 student questionnaires

Overview of KS1 and KS2 findings

The level of response to each of the student questionnaires in 2005/06 was adequate but less satisfactory than in previous years, with a total sample of 1,322 children across the primary year groups (reception up to year six) this was some 77 per cent of the 1,713 children who completed the questionnaires in 2005. The reduced sample is largely confined to the KS2 sample.

As in previous years, the reduced KS1 questionnaire assessed the children's attitudes towards and use of ICT. The KS2 questionnaire was more comprehensive, in line with the questionnaires for secondary and further education pupils. The closure of the special school meant that no data was available for the final year of the project. The data from both the KS1 and KS2 students continued to demonstrate a very positive attitude to ICT use both at school and in the home environment. The majority of students indicated a preference for lessons in which ICT is used over those that do not have some element of ICT incorporated into it.

In this final year of the project the majority of KS1 children reported using a computer at home, primarily for playing computer games, typing, printing drawing and for linking to a digital camera, with the first three activities reaching a ceiling of 100 per cent for the first time. All forms of resources demonstrated increased usage compared to the previous three years, with the greatest rate of change recorded for the use of digital cameras, email and scanners. These items had limited presence earlier in the project but are now embedded in the children's lives.

The KS2 data were organised according to 'thoughts about school', 'competency and ability' and 'frequency and types of computer use' for ease of interpretation. The vast majority of children across all ages reported high levels of ICT competency, supported by the reported ease with which they found operating a computer and its related activities. The figures from 2006 represented an increase in competencies from the previous three years in which the figures had remained fairly static.

In 2005 we reported that computer usage at school could be variable and was not as prevalent as one might have predicted. For the KS2 children accessing the internet was the main ICT activity in school and at home. The greatest percentage rises over the course of the project were chat rooms and databases at home and email at school. The level of home computer use was not at ceiling for KS2, some 11 per cent of children were not home computer users.

In school the use of ICT tools such as electronic whiteboards had grown and teacher use of the electronic whiteboard during lessons was the most frequently reported ICT supported activity. In 2006 this had displayed the largest increase in use over other technologies since 2003. Searching the

internet during lessons was at near ceiling levels of use, as was use of a computer by a teacher in an expository mode. In comparison to levels at the start of the project in 2003, significant gains have been made in areas of ICT use within the classroom, showing schools' efforts to integrate ICT into the curriculum and classroom practice. The use of email within class has increased three fold since the project began, which again may be an indication of the increased linkage within and between schools and homes. It also reinforces suggestions of increased confidence with ICT in general, and not specifically the internet.

Key Stage 1 student questionnaires – descriptive analysis

Overview

In total, 546 KS1 children completed the questionnaire of which 22 per cent were year one pupils, and 78 per cent were year two pupils. This represents a decrease from 690 returns in 2005, 675 returns in 2004 and 617 returns in 2003. The sample was evenly split between males and females (51.1 per cent male and 48.9 per cent female) as in previous years.

Attitudes to ICT

Attitudes to ICT have changed very little over the last three years of the project, although in this last year (2006) there were still small rises in reported levels of enjoyment when using computers, finding work on computers easy and in the belief that lessons were better when computers were used than without them. KS1 children's overwhelmingly positive attitude to computers was evident from the start of the project and has remained high with positive responses being recorded by at least 85 per cent of the sample to these questions.

Using ICT

In 2006, 87 per cent of the KS1 children were home computer users, much the same as in 2005 but maintaining the difference from 2004 (13 per cent rise). The major difference between 2005 and 2006 was in the level and range of use compared to the previous three years. The most commonly reported home activities in 2006 were playing computer games, typing, drawing, printing and linking to a digital camera, with three uses reaching ceiling levels of 100 per cent for the first time (see table 1). Those resources with limited use in previous years (digital camera, email and scanners) showed the greatest increases this year from the first year of data collection. All uses recorded scores of 90 per cent or over in the final year of the project, showing that digital technologies are now an 'everyday' tool for these very young children.

Table 1: Percentage of KS1 students undertaking different e-activities

Activity	2003	2006	Weighted (raw) % change 03-06
Playing computer games	76	100	14 (+32)
Typing	77	100	13 (+30)
Printing	78	100	12 (+28)
Drawing	72	99	16 (+38)
Digital camera	42	99	40 (+136)
Internet	56	97	26 (+73)
CD-ROMs	60	96	23 (+60)
Email	40	92	37 (+130)
Scanner	34	90	42 (+165)

Key Stage 2 student questionnaires – descriptive analysis

Overview

The more extensive KS2 questionnaire allowed comparisons between primary and secondary school activity. The KS2 questionnaires were completed by 776 students with roughly equal numbers of males and females (49 per cent males and 52 per cent females). This represents a disappointing further decrease from 1023 students in 2005, 1567 in 2004, and 1015 questionnaires in 2003. A breakdown by year group is provided in table 2 below.

Table 2: Percentage responses by year group

Year group	Percentage
Year 3	30.1
Year 4	21.6
Year 5	23.7
Year 6	24.6

Thoughts about school

The KS2 children showed a moderate enthusiasm for school and schoolwork. The most frequent response to the statement “I like coming to school” was ‘sometimes’ (54.5 per cent), but a further 39.5 per cent ‘always’ liked coming to school. The school disaffected form a small minority of pupils in our sample. These figures are similar to previous year’s responses.

Competency and ability

The level of self-reported computer competence was high. Whilst no respondent claimed never to need help, 89.5 per cent reported being able to use a computer to do most things by themselves. This represents an 11 per cent increase in self-reported competence from previous years where figures had remained fairly static. Over 70 per cent of the group judged computers as easy to use with less than one per cent of the sample finding the machines difficult to operate. This positive assessment underpins and is confirmed by 91.3 per cent of the sample favouring work with the computer, which they enjoyed. While 59.7 per cent said that they did not prefer to use books instead of a computer, as in previous years, the joy of using a computer did not mean that books lacked value.

Frequency and types of computer use

In 2005 we reported that computer usage at school could be variable and was not as prevalent as one might have predicted. In 2006 there was a small increase in the number of children frequently using a computer (60.2 per cent), although small numbers of students reported that they never used a computer in school (2.3 per cent).

By 2006, home computer use was well established with 57.7 per cent of pupils stating that they ‘often’ use a computer at home (51 per cent, 2003), and 31.3 per cent ‘sometimes’. However, 11 per cent of respondents did not use a

computer at home (19 per cent, 2003). The types of e-activities reported by the children at school and at home are shown in table 3.

Table 3: Percentage of KS2 students undertaking different e-activities at school and home

Activity	School		Weighted (raw) % change 03-06	Home		Weighted (raw) % change 03-06
	03	06		03	06	
Internet	84	98	8 (+17)	76	82	3 (+8)
Presentations	50	85	23 (+70)	63	74	7 (+17)
Word processing	84	93	5 (+11)	72	72	0 (0)
Drawing/painting	88	90	1 (+2)	64	63	-1 (-2)
Databases	61	76	9 (+25)	44	61	12 (+39)
Spreadsheets	42	58	11 (+38)	44	59	10 (+34)
Email	31	63	24 (+103)	47	58	7 (+23)
Chat room	7	16	8 (+129)	21	38	14 (+81)
CD-ROM	56	39	-11 (-30)	45	37	-6 (-82)
Make web page	11	23	11 (+109)	24	33	7 (+38)
Digital camera	38	65	20 (+71)	31	31	0 (0)
Scanner	17	32	13 (+88)	31	27	-3 (-13)

To summarise, table 3 shows that the internet was the most used application in school as reported in 2005 and 2004, compared to drawing/painting in the first year of analysis. The very high levels of internet use in school reflects an increased confidence in using 'live' material in school but may also reflect economic reality. Supporting evidence for both these hypotheses lies in the decline in school CD-ROM use since 2003, which contrasts with the findings from the KS1 questionnaire where CD-ROM use had increased. The greatest increases in use at school between 2003 and 2006 were seen in the use of email, presentation software and digital cameras. Increases in the use of applications at home were generally lower than at school. The largest percentage rise at home was chat room use, although this remained a minority activity. The pattern of home use is not dissimilar to that at school.

Home school links and assistance using ICT

Forty three per cent of children could access their school website from home. This reported level of access has changed very little over the period of the project. School provision of access to software at home was slightly more encouraging with 42 per cent of KS2 children not benefiting from such provision. However, despite increasing numbers of pupils emailing from home, only 24 per cent could access their school email at home. Nevertheless, this was a significant shift from the six per cent of children able to do so at the start of the project in 2003. The reasons for this low level of engagement are multifarious and include perceived need on the part of the institution but also perceived concerns about the security of the institutional system. The level of e-activity for school work accessed at home has also increased (14 per cent,

2003: 23 per cent, 2006). We conclude, as in 2005, that electronic communication still appears to still be focused on push technology with a focus on information provision, rather than a sustained pattern of information interchange between home and school. It is unclear if the lack of development is a reflection of school practice or levels of home technology.

While changes in types of computer use have shown discernable patterns, responses to sources of help vary across time and age groups, and reflect fluctuating personal interactions. As in previous years there were mixed responses to the question "what help do you get at school to help you use computer programs?" KS2 pupils overwhelmingly thought that their teachers were the preferred and often best source of help when in need (74 per cent). As in previous years, some further 15 per cent stated that the teacher was better at helping than friends, but that they were generally always too busy. This presents a generally positive picture of the help teachers provide for their pupils and is confirmatory evidence of the growing ICT competence of the Test Bed teachers.

Expertise in the home was also high (54 per cent, 2003: 89 per cent, 2006), confirming the growing ICT competence of the Test Bed family groups. Such expert help was readily available on a needs basis for two-thirds of the respondents, but a fifth of all children reported that their home expert was usually too busy to help. Only four per cent of children failed to find help at home, while a further seven per cent had no home computer. This disenfranchised group, which is slightly smaller than that recorded for KS1, has remained static for the period of the project. Pupils' perceptions of the support at home and at school are positive and have improved over the course of the project. The small but important rises in help available at home is heartening evidence of a society re-skilling itself. It may reflect the training made available by the Test Bed schools to parents and the increase in home/community links.

Lessons and ICT

There has been a major increase in the numbers of teachers using presentational technologies (electronic whiteboards or visualisers) over the period of the project and the technology is now ubiquitous (table 4). Similarly, internet information searches are carried out by 96 per cent of pupils. Teacher use of the computer to explain things was also reported by 95 per cent of pupils. These near ceiling levels of recorded use in schools suggests increases in potentially pupil-led, resource-based learning with all three of these activities casting the teacher in a supportive role, providing initial direction to activity rather than being continual instruction. In comparison to levels at the start of the project in 2003, significant gains have been made in all these areas of use, demonstrating schools' efforts to integrate ICT into the curriculum and classroom practice. The use of email within class has increased three fold since the project began, which again may be an indication of the increased linkage within and between schools and homes. It

also reinforces suggestions of increased confidence with ICT in general, rather than specifically in the internet.

Table 4: ICT use in lessons

Statements	2003 %	2006 %	Weighted (raw) % change 03-06
Teacher uses an electronic presentational technology to show us what to do	52	97	30 (+87)
We search the internet to find things out	77	96	11 (+25)
Teacher uses a computer to explain things	72	95	13 (+32)
We work in pairs/groups on a computer and discuss our work together	74	83	5 (+12)
Teachers talk to us about our work using a computer	65	82	10 (+26)
We use a computer to do project work	66	81	9 (+23)
Teacher gives us problems to do on a computer	53	71	12 (+34)
We use the electronic whiteboard/computer to show our work to the rest of the class	42	67	18 (+60)
We use email or a chat room to discuss things	10	38	25 (+280)

Secondary and FE student questionnaires

Overview of secondary and FE findings

In 2006, 535 secondary and 267 FE students completed the questionnaires.

Both groups of students indicated positive attitudes towards attending school or college and completing work, although secondary students views were more polarised between 'always' enjoying school and 'never' enjoying school than they had been at the start of the project. College students had more positive and favourable attitudes towards attending college, while those completing college work reached near ceiling levels in the final year of the project.

Year two (2004) saw a levelling off of students' ICT skills and expertise. However, by 2006 students in both sectors reported extensive ICT experience and expressed confidence about passing their skills onto others. Few students within either sample had no computer experience or expressed a need for help. The vast majority reported having few difficulties when actually using them. In contrast to 2005, when FE students were slightly less positive about the ease with which they could use computers (attributed to the students' increasing expectations of their ICT skills), the secondary students again recorded an increase in the ease of computer use in 2006.

In 2005, students began reporting that using computers was more beneficial than using books to locate research for their work, and this rise was maintained in 2006. In the first year of the project (2003) both student groups had reported a more even balance of locating research both on the internet and in books; the shift to preferring the internet seems to indicate a move towards e-learning and away from more traditional methods. This finding is backed up by the students' increased reports of daily and weekly use of ICT at school and home reaching a plateau in 2005 (year three).

Internet activities were the primary use in school and at home for the secondary students, over the course of the project. While FE students were also heavy internet users, other core applications were also important to them. The decline in word processing at secondary level was not matched in the colleges. In addition, whilst progress had been slow, there was some evidence of an increase in the use of virtual learning environments (VLEs).

Both sets of students reported that the hardware and software within their institution was sufficient to meet their needs but that support did not spread into the home environment. One area of home development has been in the recent growth in access by secondary students to a school email address and school website from home. These changes were not echoed by the college students.

In this, the final year of the project, a large percentage of students had access to help when using ICT in their home environment and the data indicate a substantial increase in student perceptions of parental or home help. Help in school is still centred on the teacher, but within the colleges tutors were no longer considered to be the primary source of help. Rather, FE students reported that friends were best placed to provide help if needed when using ICT at college, albeit closely followed by their tutors. This change in preferred sources of help for the FE students, and the narrowing of the sources of preferred support seen in the secondary students sample is perhaps an indication of the student's increasing skills base and their confidence in peer support.

The main barriers to most ICT activities, including internet use, were the resource costs. Time constraints and personal skills are perceived to be less of a barrier now.

In 2006, more cross curricular use of ICT was recorded in the secondary schools, with steady increases in use reported for all areas. In FE, the students reported college efforts to incorporate higher levels of the use of ICT within their respective curriculum areas.

Secondary student questionnaires – descriptive analysis

Overview

In total, there were 535 responses from the secondary students in 2006, which had decreased from 660 in 2005. All responses were completed online. There was a near equal split between males and females (53.1 per cent males and 46.9 per cent females), with the breakdown of year groups displayed as a percentage of the total respondents in table 5.

Table 5: Percentage responses by year group

Year group	Percentage
Year 7	30.8
Year 8	21.2
Year 9	29.8
Year 10	11.1
Year 11	6.5
Year 12	0.5

Thoughts about school

While the majority of pupils collectively demonstrated positive attitudes to school and their schoolwork (table 6), there has been an increasing polarisation of opinion with growing numbers of both enthusiasts and also of disaffected students. This latter group are of concern.

Table 6: Pupils beliefs and attitudes to school (%)

	Always			Sometimes			Never		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
I like coming to school	14	24	9 (+71)	75	54	-12 (-28)	7	22	14 (+214)
I enjoy the work in class	10	9	-1 (-10)	79	67	-7 (-15)	7	25	17 (+257)

ICT experiences

Levels of self-reported ICT confidence and capability have increased and about half the sample felt able to encourage and share their ICT knowledge with friends (29 per cent, 2003: 47 per cent, 2006). A similar proportion were able to use a variety of software packages (21 per cent, 2003: 48 per cent, 2006). This distribution of responses is very similar to previous years.

ICT competencies and frequency of use

Most of the secondary students indicated that they had no difficulties in using a computer (91 per cent). This trend was replicated in the students'

perceptions of how important they felt it was to learn to use a computer (92 per cent). However, six per cent reported that although they had used a computer they did not feel confident to do so on their own.

Most students enjoyed working with ICT (84 per cent, 2003: 90 per cent, 2006) and that stated that they did not get bored doing so (70 per cent, 2003: 68 per cent, 2004: 84 per cent, 2006) cumulatively disagreed (strongly disagree and disagree). Finding material electronically was a preferred way of working (75 per cent, 2003: 88 per cent, 2006)

Table 7: Frequency of computer use in various locations (%)

	I do not use a computer here			Infrequent use			Frequent use		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
At school	2	1	-1 (-50)	7	3	-4 (-57)	86	96	5 (+12)
At home	14	9	-4 (-36)	11	6	-5 (-45)	70	86	9 (+23)
In a public library	57	66	6 (+16)	26	26	0 (0)	9	9	0 (0)

No use - I do not use a computer here

Infrequent use - Less than once a month/ at least once a month

Frequent use - At least once a week/ daily

The home and school remained the most common locations for using computers during the course of the project (table 7). Daily use of home computing facilities continued to be higher than daily use of school computers. Weekly use at home increased slightly from last year, as it had in 2005, reaching similar levels as in 2003. As in the last two years' figures, however, the pattern of home and school use is reversed for weekly usage, with school weekly use being substantially higher than home use. The table also shows that library access may be filling a resource gap for those students without home computers.

Table 8: Percentage of secondary students undertaking different e-activities at school and home

School			Activity	Home		
No use	Infrequent use	Frequent use		No use	Infrequent use	Frequent use
3.6	34.5	61.9	1 Word processor	18.5	34.6	47.0
6.9	56.3	36.9	2 Database	32.1	49.8	18.0
1.6	50.8	47.5	3 Spreadsheet	27.3	51.8	20.9
1.6	48.6	49.8	4 Presentation	20.5	49.4	30.1
10.8	59.6	29.6	5 Desktop publishing	29.5	48.2	22.3
8.0	52.6	39.3	6 Drawing/ painting	12.0	46.8	41.2
14.1	45.0	41.0	7 Simulations, modelling tools or games	15.6	29.2	55.2
13.9	57.9	28.2	8 Control technology software	41.4	37.8	20.9
14.8	52.8	32.4	9 CD-ROM / multimedia or other subject software	13.6	37.2	49.2
18.9	37.4	43.8	10 Leisure / games	12.4	18.4	69.2
16.8	40.8	42.4	11 Creating / listening to music	13.5	16.0	70.5
2.8	16.1	81.0	12 Internet by computer	20.1	9.2	70.7
37.8	31.0	31.3	13 Internet discussion board or chat room	24.0	22.4	53.6
7.2	35.2	57.6	14 Email	21.1	20.4	58.5
29.4	53.2	17.3	15 Scanner	40.3	36.3	23.4
34.7	49.6	15.7	16 Digital camera	28.3	36.4	35.2
39.5	46.0	14.5	17 Video conferencing	55.2	22.6	22.2
23.3	50.6	26.1	18 Virtual learning environment	49.8	31.8	18.4

26.9	50.2	22.9	19 Designing own multimedia or web resources	35.7	33.8	30.5
32.1	49.0	18.9	20 A programming language	62.4	21.6	16.0

The internet dominates computer use at home and at school (table 8) followed by emailing and word processing. At home the rise in leisure activities such as listening to music and playing games was to be expected, although these are also occurring frequently at school. The legitimacy of such activities in school will vary across institution.

One surprising finding given the primary data is the continued importance of CD-ROMs both at school and home (33 per cent at school and 49 per cent at home).

It is promising to see that, whilst progress is not rapid, there is growing use of the VLE both at school and at home.

Resources available to students

The majority of students reported that both the hardware (63 per cent, 2003: 85 per cent, 2006) and software (69 per cent, 2003: 87 per cent, 2006) in their school were sufficient to enable them to complete their work. However a number of students (some 12 per cent) were dissatisfied (most of these responses fell in the 'disagree' rather than the 'strongly disagree' category); unfavourable comparisons with the software and hardware at home may be the cause of this.

Support for ICT use from the school into the home environment was low on the whole (some 30 per cent), although some movement on this front is apparent, particularly in the area of communication links. The majority of students were unable to use school software at home (73 per cent, 2003: 69 per cent, 2006); had limited access to school provided hardware (80 per cent, 2003: 64 per cent, 2006); and were unable to access the school network from home to download work completed at school (74 per cent, 2003: 79 per cent, 2006). The story was much more positive for provision of access to their school emails (32 per cent, 2003: 79 per cent, 2006) and the school website, which 85 per cent of respondents said they could access from home (52 per cent, 2003: 85 per cent, 2006).

Sources of help

A majority of students could readily call on ICT expertise in the home (22 per cent, 2003: 68 per cent, 2006). In 2004, students noted that there was someone who had the expertise to help, but that they were usually busy (16 per cent, 2003: 24 per cent, 2006). In 15 per cent of households expertise was

not available. Nevertheless, the figures show a substantial increase in pupils' perceptions of help at home and is similar to reports of help available to the KS2 sample.

Both teachers (51 per cent) and friends (41 per cent) were called on for help. This is in contrast to last year, where support was mostly given by the teacher (58 per cent), with friends reported as the main source of help by only 39 per cent of pupils. The KS2 samples also predominantly reported the teacher as the main source of help. This supports the notion that the pupils themselves are becoming more confident and skilled at using the ICT tools available to them, but shows that the teachers are still very important in the pupils' continued use of the resources. It also demonstrates an age effect in pupils' use and knowledge of the ICT tools.

Internet use

Table 9 is interesting because it highlights the embedding of ICT in the lives of Test Bed students. They do not need training to use the internet and both want and have the skill to use the technology.

Table 9: Incentives to using the internet more (%)

	Strongly disagree / disagree			Agree/strongly agree		
	03	06	Weighted % (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Easier access to a computer at home	17	26	8 (+53)	79	74	-3 (-6)
Easier access to a computer at school	21	19	-2 (-10)	76	81	3 (+7)
Training classes at school	38	55	12 (+45)	58	45	-8 (-22)
If I had more spare time	19	23	3 (+21)	77	77	0 (0)
Cheaper or free computers and software	18	19	1 (+06)	78	82	2 (+5)
Cheaper or free internet access	13	13	0 (0)	83	87	2 (+5)
If my computer skills were better	28	38	8 (+36)	67	63	-2 (-6)

ICT use across the curriculum

As with the younger pupils, the secondary school students indicated that computers were used for an expository mode of teaching in most subjects, although as in 2005 this was less apparent in design and art. Use of the internet has increased marginally in four of the seven subject areas, which mirrors the increase in use of the internet at school and home (table 10). Use of the internet as an information source is less prevalent than for the KS2 students, where it is ubiquitous. For the secondary students however, using email or discussion boards to work with people outside the classroom, as well

as doing project work using computers has increased year on year. This is promising, as it indicates more student-centred learning.

In 2005 and the earlier years of the project the core subjects of English, science and maths demonstrated the highest levels of ICT use, both in expository teaching and in more resource-based learning methods such as using the internet. However, in 2006 each of the curriculum areas demonstrated a more even profile of use and cross-curricular use of the ICT was evident.

In contrast to 2005, responses to the majority of the ten statements across the seven curriculum areas demonstrated increases in the use of ICT within the classroom. The biggest increases were found in response to the statement 'we work in pairs or groups and discuss answers with each other when we work at the computer'. The smallest increases were found in response to the statement 'the teachers give us a task or problem to do on the computer and came round to help us' across the curriculum areas.

Table 10a: ICT use across the curriculum (%)

	English			Science			Maths		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Teachers use the computer to show notes and pictures and explain things to us	26	33	6 (+27)	31	36	4 (+16)	28	33	4 (+18)
The teachers explain and we discuss the topic using an electronic whiteboard or the computer and projector	28	35	5 (+25)	28	37	7 (+32)	31	36	4 (+16)
The teachers give us a task/problem to do on the computer & come round to help us	12	17	4 (+42)	15	24	8 (+60)	18	24	5 (+33)
The teachers tell us the correct answer or comment on our work using the computer	13	21	7 (+62)	14	23	8 (+64)	18	23	4 (+28)
We work in pairs or groups and discuss answers with each other when we work at the computer	11	21	9 (+91)	11	24	12 (+118)	14	21	6 (+50)
We discuss things using email, a discussion board or chat room	5	11	6 (+120)	5	11	6 (+120)	7	10	3 (+43)
We show our work to the whole class using the whiteboard or we put it on the computer so that everyone can see it	14	20	5 (+43)	11	16	5 (+45)	13	14	1 (+08)
We find things out by looking on the internet / WWW	15	25	9 (+67)	17	31	12 (+82)	16	24	7 (+50)
We talk to other students outside the class using email, a discussion board or chat room	5	11	6 (+120)	5	13	8 (+160)	7	11	4 (+57)
We do project work using the computer. This takes more than a week	15	24	8 (+60)	13	18	4 (+38)	11	14	3 (+27)

Table 10b: ICT use across the curriculum (%)

	Geog/Hist			Design			Art			Languages		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Teachers use the computer to show notes and pictures and explain things to us	30	28	-2 (-7)	20	23	2 (+15)	14	25	10 (+79)	28	31	2 (+11)
The teachers explain and we discuss the topic using an electronic whiteboard or the computer and projector	29	29	0 (0)	14	26	11 (+86)	10	25	14 (+150)	29	31	2 (+7)
The teachers give us a task/problem to do on the computer and come round to help us	17	14	-3 (-18)	11	13	2 (+18)	7	9	2 (+29)	16	14	-2 (-22)
The teachers tell us the correct answer or comment on our work using the computer	16	15	-1 (-6)	9	12	3 (+33)	6	12	6 (+100)	16	16	0 (0)
We work in pairs or groups and discuss answers with each other when we work at the computer	17	14	-3 (-18)	11	12	1 (+9)	6	8	2 (+33)	13	12	-1 (-8)
We discuss things using email, a discussion board or chat room	5	8	3 (+60)	4	7	3 (+75)	3	6	3 (+100)	6	7	1 (+17)
We show our work to the whole class using the whiteboard or we put it on the computer so that everyone can see it	17	13	-3 (-24)	8	8	0 (0)	7	8	1 (1+14)	14	9	-4 (-36)
We find things out by looking on the internet / WWW	23	22	-1 (-4)	12	18	5 (+50)	10	14	4 (+40)	18	18	0 (0)
We talk to other students outside the class using email, a discussion board or chat room	7	9	2 (+29)	5	9	4 (+80)	4	7	3 (+75)	6	8	2 (+33)
We do project work using the computer. This takes more than a week	23	16	-6 (-30)	13	12	-1 (-8)	8	8	0 (0)	13	9	-4 (31)

FE student questionnaires – descriptive analysis

Overview

In total, there were 267 responses from FE students, an increase from 232 in 2005 and 197 in 2004, but equivalent to the 264 in 2003. All responses were completed online. There was an interesting split between males (15 per cent) and females (85 per cent) which had changed from the previous year, when there was a much more equal split between males and females.

About college

The overwhelming majority of students attending the colleges reported favourable attitudes to both attending college and doing their work, with satisfaction reaching ceiling levels (50 per cent, 2003: 99 per cent, 2006). Care should be taken in interpreting this result because of the change in sex distribution of the sample from previous years.

ICT experiences

This final year saw a levelling off in terms of exposure to ICT, with 88 per cent of students stating that they can use a variety of software and share their knowledge with their friends to support them.

ICT competencies and frequency of use

In 2006, 84 per cent of students stated that they found computers easy to use (77 per cent, 2003) and in general students were moderately positive about using ICT. These findings are in line with previous years.

Table 11 shows a rise in frequent use of technology at home and at college with very few students not using ICT within their college life. Again the small rise in library use may be filling an important need for those students without facilities at home.

Table 11: Frequency of location (%)

	I do not use a computer here			Infrequent use			Frequent use		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
At college	17	4	-11 (-76)	29	25	-3 (-14)	47	72	17 (+53)
At home	20	20	0 (0)	16	13	-3 (-19)	57	67	6 (+18)
In a public library	60	60	0 (0)	22	25	2 (+14)	9	15	6 (+67)

In 2005, internet use at college was dominant but in 2006 word processing was equally prevalent (table 12). The increase in the importance of word processing compared to previous years is probably an artefact of the sex bias in this 2006 sample. The pattern from college is matched at home, with use of the internet and word processing dominant.

Table 12: Percentage of FE students undertaking different e-activities at school and home

College			Activity	Home		
No use	Infrequent use	Frequent use		No use	Infrequent Use	Frequent use
15	12	73	1 Word processor	28	6	66
36	22	42	2 Database	46	17	37
34	25	41	3 Spreadsheet	45	18	37
29	26	45	4 Presentation	38	20	42
42	19	39	5 Desktop publishing	47	18	35
44	21	35	6 Drawing/ painting	41	18	41
61	14	35	7 Simulations, modelling tools or games	45	10	44
56	18	27	8 Control technology software	58	11	32
44	18	38	9 CD-ROM / multimedia or other subject software	42	13	45
46	14	40	10 Leisure / games	32	9	59
48	14	39	11 Creating / listening to music	29	6	65
16	11	74	12 Internet by computer	28	6	67
57	11	33	13 Internet discussion board or chat room	48	7	44
40	9	52	14 Email	36	5	59
65	13	23	15 Scanner	51	9	41
66	12	23	16 Digital camera	45	11	45
75	7	18	17 Video conferencing	68	7	24
63	15	22	18 Virtual learning environment	66	11	23
70	7	23	19 Designing own multimedia or	66	8	26

			web resources			
70	8	22	20 A programming language	72	4	24

Resources available to students

Satisfaction with hardware (60 per cent, 2003: 83 per cent, 2006) and software (65 per cent, 2003: 87 per cent, 2006) in college has increased over the lifetime of the project. However, the majority of students reported not being able to use college software at home (68 per cent); not having hardware provision for use in the home (90 per cent); not being able to access their college emails from home (63 per cent); and not being able to access the college network from home to download work completed at college (77 per cent). One positive is that 67 per cent of students could now access the college website from home, an improvement on the 51 per cent from 2003.

Sources of help

Sixty six per cent of the students reported that help was usually available at home, but a further 18 per cent reported that no home support was available to them. The support available at home had improved over the course of the project and figures for those being able to access help were higher in 2006 than in previous years. In contrast to other groups, FE students reported that a friend was best placed to help if needed (45 per cent), with the tutor second. This is an improved perception of tutor skills (26 per cent, 2003: 46 per cent, 2006).

Internet use

Both physical, economic and human resource barriers to increased internet use remain although these students concur that access has improved within the college (table 13).

Table 13: Incentives to using the internet more (%)

	Strongly disagree / disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Easier access to a computer at home	27	30	2 (+11)	54	56	1 (+4)
Easier access to a computer at college	23	23	0 (0)	65	44	-13 (-32)
Training classes at school	33	41	6 (+24)	62	79	10 (+27)
If I had more spare time	20	26	5 (+30)	58	72	9 (+24)
Cheaper or free computers and software	22	27	4 (+23)	56	70	9 (+25)
Cheaper or free internet access	16	21	4 (+31)	53	66	8 (+25)
If my computer skills were better	37	45	6 (+22)	58	71	8 (+22)

ICT use in the classroom

There had been some marked changes in ICT use (table 14) and a promising rise in the importance of problem solving with the computer. Other forms of active learning, such as the use of discussion groups, have shown major increases. This may well reflect increasing confidence of both staff and students, as these are less constrained and often perceived as more dangerous activities.

Table 14: ICT use in the classroom

	2003	2006	Weighted (raw) % change 03-06
The teachers use the computer to show us notes and pictures and explain things to us	47	65	12 (+38)
We find things out by looking on the internet / WWW	60	72	8 (+20)
The teachers use the computer to show us what to do	47	28	-13 (-40)
The teachers explain and we discuss the topic using an electronic whiteboard or the computer and projector	45	52	5 (+16)
We do project work using the computer. This takes more than a week	57	58	1 (+02)
The teachers give us a task or problem to do on the computer and come round to help us	47	83	24 (+77)
We show our work to the whole class using the whiteboard or we put it on the computer so that everyone can see it	24	76	42 (+217)
The teachers tell us the correct answer or comment on our work using the computer	35	30	-4 (-14)
We work in pairs or groups and discuss answers with each other when we work at the computer	30	77	36 (+157)
We talk to other students outside the class using email, a discussion board or chat room	25	71	37 (+184)
We discuss things on the computer using email, a discussion board or chat room	20	80	50 (+300)

Parent questionnaires

Overview of parent findings

The return rate for parents was disappointing and heavily biased towards parents of children attending primary schools. Year groups nine through thirteen are poorly represented. Parents of FE students were not targeted.

School home contacts are still via traditional avenues: letters home and the telephone. Emailing and providing access to progress reports on the web were less well used, although both of these had increased in use since the beginning of the project, representing small but significant changes in the ways schools made contact with parents.

Self-reported awareness of the computing facilities available at school was quite high and remained relatively unchanged throughout the project. In the most part this was based on first-hand knowledge of the school infrastructure, although some parents had not viewed the facilities. Parents were largely but not universally positive about these ICT facilities.

As reported by the children, increasing numbers of homes have some level of computing facility. A large number of parents possessed either a desktop or laptop computer and a printer and at least half of the homes also had internet access and a games console. Technologies such as web cams were found less frequently, although again ownership of these technologies had increased since 2003.

The location of the technology was split between public spaces (living room) and more private spaces (a bedroom). While parents initially tended to use the computer in either the living room or bedroom, latterly the prime location has been the living room. There has also been a shift towards public space use for children. Children operated in their bedrooms at the start of project, but by the project's end, children's computer use was split more evenly between the living room and the bedroom. This may reflect growing parental concerns over undesirable e-activities.

While some degree of monitoring of the child's computer usage has been apparent throughout the project, parents reported their highest levels of monitoring in the final year of the project (2006). Very few of the parents said that they did not monitor their child's use of a computer. The main concern for parents was reported as the amount of time their children spent using a computer, followed by other concerns such as the types of websites their children viewed.

Parental knowledge of ICT was mixed, ranging from the very ICT competent to those parents who had not used a computer before, although expertise had increased steadily from 2003. Those parents who had not used a computer before in the main felt that it was important for them to learn. Word

processing, surfing the internet and emailing were the most frequent parental uses of a computer at home and in the workplace.

Parental help was largely one of encouraging and supporting their child in using a number of programs. Parents also encouraged more independent working, exhorting their child to use the computer on their own.

Cost and time were barriers to internet use.

Parent questionnaires – descriptive analysis

Overview

In total, 595 of the parent questionnaires were returned, which is a decrease from 725 in 2005 and 1252 in 2004. Of these returns, 83 per cent were parents of primary school age children and 13 per cent parents of secondary school age children which is a reflection of the greater number of primary schools involved in the project. As in previous years, more mothers than fathers responded (76 per cent and 20 per cent respectively). In terms of the sex of the child, 41 per cent were male and 55 per cent female. Responses grouped by child's year are displayed in table 15. The relatively low response rate obtained for this questionnaire requires all findings to be read with caution. Our findings possibly represent the views of parents who are generally more supportive of their child's education.

Table 15: Distribution of parental responses by child's year group

Child's year group	% 2003	% 2004	% 2005	% 2006
Year 1	10	12	12	12
Year 2	15	13	12	19
Year 3	11	10	11	11
Year 4	12	11	11	14
Year 5	12	12	15	13
Year 6	10	13	13	14
Year 7	12	5	6	6
Year 8	4	12	6	3
Year 9	7	7	8	1
Year 10	5	2	4	1
Year 11	1	2	0.4	1
Year 12	0	0.2	0.4	1
Year 13	0.1	0.2	0.3	0.3

School contact

Home school communication remains stubbornly traditional with a paper letter by hand (89 per cent) or post (33 per cent), paper progress report (81 per cent) or a telephone call (68 per cent) being extensively used. Providing electronic access to reports on their children's progress (17 per cent) or contacting parents via email (10 per cent) is increasing, but is still a minority approach.

Awareness of ICT facilities at school

As in previous years, the majority of parents were aware (44 per cent) or very aware (39 per cent) of the computer facilities available to their child at school. While 33 per cent of parents had viewed these facilities within the last year, 15 per cent had never viewed them. As a result, 31 per cent rated the facilities as good and 46 per cent very good.

Facilities at home

The majority of parents report having computing facilities at home (88 per cent), up from 65 per cent in 2003. The breakdown of home ICT facilities is shown in table 16.

Table 16: ICT facilities available at home

Facility	2003 %	2006 %	Weighted (raw) % change 03-06
Desktop/laptop	77	86	5 (+12)
Printer	71	70	-1 (-1)
Internet	59	72	8 (+22)
Email	52	61	6 (+17)
Games console	49	55	4 (+12)
Scanner	47	44	-2 (-6)
Web cam	13	22	8 (+69)

Levels of home provision of ICT have either been maintained or increased over the period of the project. Unsurprisingly, ownership of a desktop or laptop is the most common facility. The rise in internet access and web cams is an insight into current trends in our society. While the tooling-up of society may be one factor driving the e-home, here the increase in ownership/access to the above facilities is in part due to the cluster policy to provide a desktop or laptop computer for home use. It may also be attributable to the high ICT presence in schools encouraging parents to provide more facilities in the home environment.

Table 17: Location of ICT facilities in the home (%)

Location	You the parent			Your child		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Kitchen	2	5	3 (+150)	1	4	3 (+300)
Living Room	19	48	24 (+153)	15	31	14 (+107)
Bedroom	16	26	9 (+63)	27	33	5 (+22)

Table 17 shows that there is a subtle difference in the location of parental and child use over time. While parents were equally liable to have the computer in the living room or bedroom in 2003, by 2006, not only has the incidence of computers increased, but the living room to bedroom ratio is now 2:1. For children the living room to bedroom ratio was 2:1 in 2003, but the computer is now equally likely to be either of these locations. Computers are rarely sited in the kitchen.

Monitoring children's use of the computer

In 2006, 66 per cent of parents reported that they always monitored their child's computer use (compared to 46 per cent in 2003), while a further 30 per cent sometimes monitored use. Only one per cent of parents had no level of monitoring. While monitoring is on the increase, 64 per cent of parents stated

that they were not at all worried and 24 per cent were only a little concerned about their child's activities with the computer. Increased monitoring may of course have reduced concern. A very small percentage of parents (three per cent) remained fearful.

In 2005 a quarter of all parents cited the web and the amount of time spent on the computer as worries. The pattern varied very little in 2006. Parents reported a slight increase in concern over the time their children were spending on a computer (28 per cent), which became their main concern. This was followed by concerns about the websites the children were looking at (26 per cent) and then the activities their children were using a computer for (10 per cent). These minor changes are within the sampling error.

Using ICT

Increasing parental ICT skills are captured in the growing range of activities they feel competent to undertake, with twice as many parents evaluating their ICT skills as good in 2006 compared to 2003. As in 2005 and 2004, there remains a small core of parents (seven per cent) who have never used a computer. Again, sampling errors require us to be cautious about these results. Nevertheless, it is encouraging to see that parents are predominantly active computer users. As in 2004 and 2005, even parents who had never used a computer largely agreed (82 per cent) that ICT skills were important.

In 2003 the most commonly recorded parental response to type of support was to encourage their children to use the computer alone (22 per cent). In 2006, parents appear more actively involved in helping their offspring with various programmes (33 per cent), although some 28 per cent still encouraged their child to use the computer alone.

Table 18 presents the location and frequency of use of ICT for those parents who had used a computer. There was little change in the location or frequency of use over the course of the project, as evidenced by the relatively low change scores.

Table 18: Locations and frequency of computer use by parents (%)

	I do not use a computer here			Infrequent use			Frequent use		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
At work	24	27	2 (+13)	5	2	-3 (-60)	7	7	0 (0)
At child's school	54	59	3 (+09)	0.6	3	2 (+400)	2.3	3	1 (+30)
At home	10	11	1 (+10)	16	10	-5 (-37)	34	32	-1 (-6)
In a public library	50	57	5 (+14)	8	7	-1 (-22)	4	5	1 (+25)

Table 19 presents a breakdown of parents' computer usage. The shift from basic word processing to net surfing, emailing and to a lesser extent downloading music reflects societal changes over the life of the project. Possibly less predictable are the small rises in the use of databases and spreadsheets.

Table 19: Most prevalent uses of the computer

Activity	03	06	Weighted (raw) % change 03-06
Word processing	57	57	0 (0)
Surfing the internet	56	68	8 (+21)
Sending or receiving email	51	63	8 (+24)
Playing games	36	36	0 (0)
Producing spreadsheets	28	30	2 (+07)
Playing/downloading music	22	31	7 (+41)
Creating databases	15	22	6 (+47)

Help using computers

The parents reported they could usually get help when they needed it (46 per cent at home and 36 per cent at work) which has remained virtually unchanged from previous years. At home and work, 16 per cent (home) and eight per cent (work) of parents stated that there was 'never anyone who can help' when using a computer although again this remains relatively unchanged from previous years.

As in previous years, the availability of time and resources remains the key to encouraging e-active parents. Cheaper or free internet access (60 per cent), more free time (56 per cent), cheaper or free computers and software (54 per cent), cheaper or free training (47 per cent), training classes at school/work (47 per cent), easier access to a computer at home (35 per cent) and release from work to train (28 per cent) were all cited as potential stimuli to greater computer usage.

Teaching and support staff questionnaires

Overview of teaching and support staff findings

The findings from the primary, secondary and FE staff questionnaires were on the whole very positive, with staff reporting high levels of both access to equipment and confidence in its use.

Skills and competencies

For both teaching and support staff from across all three sectors, ICT confidence levels were high, coupled with increasing skills levels and positive attitudes towards the technology. Competencies were highest for applications such as word processing or using the internet or email, while teaching staff reported increased use of presentational technologies. Staff use and knowledge of peripherals and presentation packages and equipment had also increased. Unsurprisingly, support staff generally spent more time using ICT for whole institution activities, administration and supporting learning than in other tasks in which it was involved or required, whereas teaching staff allocated more time to working directly with students.

ICT access and support

Use of computers at school and at home on at least a weekly basis approached ceiling levels for teaching staff, although it was slightly lower for support staff.

Levels of ICT hardware and software in the schools were reported as being adequate to meet the needs of both teaching and support staff. Provision was generally in the form of issuing laptops, with a preference shown to teaching staff.

Informal training such as help from a friend or colleague formed a large part of the training received by staff, particularly the support staff. More formal training was less frequent, and whilst training – especially for teachers – had increased, minimal training had been provided for authoring software, content management software VLEs and MIS.

Student learning and ICT

Most staff agreed that ICT motivated students. Teachers agreed that while encouraging better grades and competition had an effect, it was students pride in their ICT produced work that was the main stimulus to learning. FE teaching staff were less convinced that this was the case, however.

The main uses of ICT in teaching were for preparing resources, presenting information and stimulating discussion. The majority of teaching staff indicated that their students predominantly used ICT to help them learn about a topic, and recall and report information. Teachers' reports of students using the internet and email in class time, either within or outside the classroom, increased from the start of the project.

Views and attitudes

Teaching and support staff perceptions of their quality of life were quite high for all three sectors, although support staff tended to respond slightly more positively than the teachers. Teaching staff were more likely to want to reduce their hours and to refocus their efforts on teaching and learning rather than clerical and administrative work.

Staff views of leadership and management within their institutions were more mixed. FE teaching staff, in particular, were concerned about the leadership of their colleges. Primary and secondary staff were more positive, but even here there was some declining satisfaction with their institutions.

Collaboration between, and support for, staff was better at primary school level than at secondary school or FE level, as has been the case throughout the project. Primary teachers and support staff were positive about joint planning activities, compared with their secondary/FE counterparts. The evaluation of decision making within the institutions was more negative in this, the final year of the project; appropriate delegation to staff and good communication and information links came under critical scrutiny.

Primary support staff questionnaires - descriptive analyses

Overview

In total 23 institutions and 188 support staff from across all three clusters responded to the survey. This represents a small increase from 2005. Of these, only five per cent were male with the overwhelming majority being female (95 per cent), which is a similar split to last year. The age profile of the staff are presented in table 20 demonstrating that whilst the sample has become slightly older, there has been little variation in the ages of the primary support staff respondents over the three years.

Table 20: Percentage responses by age group

Age range	2003 %	2004 %	2005 %	2006 %
Under 21	0	1	0	0
21-30	22	15	18	13
31-40	33	27	24	24
41-50	34	36	38	45
51-60	10	16	18	18
Over 60	1	4	1	1

The sample of staff included those who were new (<1 year, three per cent; 1-4 years service, 29 per cent) and more experienced staff (five-10 years 43 per cent, >11 years service, 25 per cent). This is fairly similar to last year's distribution. 70 per cent of the support staff in primary schools were employed on a permanent contract, with a further 30 per cent employed on a fixed term contract. These figures represent an increase in the numbers of staff employed on permanent contracts in 2006. The split between full time and part time members of staff remained similar, with two thirds of the staff working on a full time basis (71 per cent) and a further 30 per cent working on a part time basis.

Attitudes to ICT

A greater proportion of primary school support staff indicated that they do not need to learn how to use a computer (eight per cent 2003: 41 per cent 2006). Given the positive attitudinal and activity data, this would appear to be a result of rising skills levels, rather than indifference to ICT. Encouragingly, 91 per cent felt that using ICT helped to reduce their workload, 85 per cent that it aided concentration and 66 per cent that it led to increased productivity of staff.

In terms of perceived ICT skills and the training that staff have received, and in line with the FE results, primary support staff report a significant improvement in both skills and the quality of the training they have received since the start of the project. Seventy one per cent of respondents this year cumulatively agreed that their ICT skills have improved over the course of the last 12 months (see table 21).

Table 21: Support staff attitudes towards ICT (%)

	Strongly disagree/disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
I do not need to learn to use a computer	93	29	-33 (-69)	8	41	31 (+413)
I concentrate more when I work on the computer	-	15	-	-	85	-
My use of ICT makes me more productive	36	34	-1 (-6)	63	66	2 (+5)
Using ICT will reduce my workload	49	9	-27 (-82)	50	91	27 (+82)
My ICT skills are better than 12 months ago	30	30	0 (0)	69	71	1 (+3)

ICT availability

Three quarters of support staff use ICT daily in school, with a further 13 per cent having at least weekly access. The figures for home use are lower but increasing, with some 53 per cent of staff having daily use and a further 29 per cent reporting weekly use at home. These levels of engagement suggest an embedding of the technology in everyday work and home life. Use of computers in public spaces, however, remains very low.

The majority of staff reported having adequate software and hardware in school to meet their needs, with 98 per cent cumulatively agreeing or strongly agreeing that the hardware is suitable and 96 per cent cumulatively agreeing that the software is suitable. Both of these figures show increased levels of satisfaction with the ICT resources from the start of the project; with weighted increases of 16 per cent from 2003 to 2006 for hardware provision, and 18 per cent from 2003 to 2006 for software.

ICT competencies and training

Support staff indicated that they were most competent with word processing, email and information searches through the internet. Their knowledge and use of peripheral hardware and digital cameras was at a high level (see table 22). However, they showed limited competence and knowledge in the use of VLEs and video conferencing.

Table 22: Primary support staff knowledge and use of ICT applications (%)

Knowledge				Activity	Use		
No skills	Low skills	Good skills	High level skills		No use	Infrequent use	Frequent use
8	13	49	31	1 Word processor	14	16	71
23	31	40	6	2 Database	41	35	24
25	35	32	9	3 Spreadsheet	46	34	19
17	30	31	21	4 Presentation software	34	43	23
31	19	39	11	5 Desktop publishing	43	31	26
25	30	41	4	6 Simulations, modelling tools or games	33	43	24
69	12	14	5	7 Administration and management software	72	14	13
19	28	43	10	8 CD-ROM / multimedia or other subject software	28	48	24
3	12	50	35	9 Search the internet / WWW	6	10	85
60	24	11	5	10 Creating web pages	82	9	8
67	12	12	9	11 Internet discussion boards or chat rooms	76	13	11
7	15	46	33	12 Email	11	21	68
9	21	49	21	13. Peripheral hardware eg scanner, printer	13	23	64
8	23	45	23	14 Digital camera	10	54	37
20	32	33	16	15 Interactive whiteboard or equivalent	28	30	42
70	18	10	3	16 Video conferencing	80	16	4
64	22	12	2	17 Authoring own multimedia or web resources	77	16	7
60	25	11	3	18 Virtual learning environment or other content management software	76	17	7
76	17	6	1	19 A programming or scripting language	89	9	3

In 2006, traditional applications such as word processing, spreadsheets and presentation software still received most attention in terms of the amount and quality of training received (table 23). Although the proportions of respondents reporting no training or help to use authoring software, VLEs or an management information system (MIS) are higher than all other applications, the change data show that these areas are now the focus of both informal and formal training.

Table 23: Training received across applications (%)

	No training			Informal training			Formal training			Award bearing training		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Application packages	53	26	-18 (-51)	32	42	8 (+31)	11	19	7 (+73)	6	15	8 (+150)
Peripheral hardware	48	16	-22 (-67)	17	66	42 (+288)	3	17	14 (+467)	2	1	-1 (-50)
Authoring software	79	70	-5 (-11)	2	21	19 (+950)	1	8	7 (+700)	1	3	2 (+200)
Content management software (VLEs)	78	66	-7 (-15)	2	17	15 (+750)	0	17	17 (0)	1	1	0 (0)
MIS	66	75	5 (+14)	2	10	3 (+400)	6	15	3 (+150)	1	1	0 (0)

School hardware and software support for working at home

The most notable change over the lifetime of the project has been the increase in the provision of laptops for support staff (eight per cent, 2003: 77 per cent, 2006) which has been accompanied by a small fall in the provision of desktop computers at home (43 per cent, 2005: 38 per cent, 2006). Provision of licensed software had stayed roughly similar for the three years of the project, with around 50 per cent of primary support staff being provided with software for use at home.

Communication between the home and school has improved year on year, with more staff this year being able to access school email at home (13 per cent, 2003: 71 per cent, 2006; weighted change +50 per cent), school files from home (three per cent, 2003: 34 per cent, 2006, weighted change +30 per cent) and the school website at home (eight per cent, 2003: 60 per cent, 2006; weighted change +48 per cent),

Help using ICT

The figures for the availability of help have changed very little over the project. Help was usually available both at school (65 per cent) and within the home (56 per cent) for the majority of staff, but a substantial minority (some 32 per cent) had no support available to them at home.

Work time

Half of the primary support staff work 31-40 hours each week (46 per cent), and a further 28 per cent work 21-30 hours a week. A minority (10 per cent) work 41-50 hours.

Table 24 provides a breakdown of the time allocated to each activity for primary support staff throughout their working week. There was considerable variability across the five areas of activity, but time spent with students was more likely to include ICT than other activities such as administration.

Table 24: Allocation of staff time (%)

% time	Perform task	Use ICT for task?	% ICT used in task	Year	Hours per week					
					0	0.1-10	11-30	31-50	51-100	101+
Working directly with students	89	78	87	2006	15	17	23	13	34	0
	91	77	84	2004	9	22	13	8	30	17
Other student contact	69	50	72	2006	39	31	16	11	4	0
	59	48	81	2004	33	40	0	0	20	7
Supporting learning	79	70	88	2006	25	25	28	8	18	0
	84	79	94	2004	10	45	10	10	5	15
Whole school activities	42	26	61	2006	61	26	12	1	1	0
	56	44	78	2004	35	29	0	24	6	6
General administration	75	57	76	2006	34	30	24	2	11	0
	71	57	80	2004	11	47	10	5	21	5

The last section of the staff questionnaire asked questions pertaining to their views about work and working in their respective school such as their quality of life and issues relating to leadership and management, which is reflected in the following presentation of the findings.

Quality of life

An overwhelming majority (96 per cent) reported that they could effectively manage their working time, which has been fairly stable over the four years of data collection. A further 91 per cent did not want to reduce the hours they work. Eighty two per cent were positive in that they did not feel they were expected to do things that are not part of their job, which is far better than in 2003 where 57 per cent complained that they did feel this was the case. Ninety eight per cent did however report that they felt unable to do things

which they thought should be a part of their job. Sixty one per cent of the primary support staff did not find it difficult to unwind at the end of the day, which has remained fairly static over the course of the project.

Table 25: Quality of life (%)

In this school there is...	Strongly disagree / disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
I effectively manage my working time	7	4	-3 (-43)	94	96	1 (+02)
I find it difficult to unwind at the end of a work day	66	61	-3 (-8)	34	39	4 (+15)
I feel that my work in this school is valued	6	36	28 (+500)	94	60	-18 (-36)
I am expected to do things that are not a part of my job	57	82	16 (+44)	44	16	-19 (-64)
I want to reduce the hours I work	80	91	6 (+14)	19	10	-8 (-47)
I feel unable to do things which I think should be a part of my job	69	1	-40 (+1)	31	98	51 (+216)

Leadership and management

Primary support staff views were very positive about the leadership in their school (see table 26), although there has been a small weighted decline across all areas pertaining to leadership and management.

Table 26: Leadership and management (%)

In this school there is...	Strongly disagree/ disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Clarity about its aims and purposes providing a clear sense of direction	6	10	4 (+67)	92	86	-3 (-7)
Good leadership	6	16	9 (+167)	91	81	-5 (-11)
Good support for staff	7	15	7 (+114)	93	83	-5 (-11)
A good school image with parents and the community	4	8	4 (+100)	94	87	-4 (-7)
A collaborative approach within the staff	8	13	5 (+63)	92	85	-4 (-8)

Change and development

Primary support staff views were very positive about the management of change in their school (see table 27), but once again there has been a small weighted decline across all but one of the areas pertaining to change management.

Table 27: Change and development (%)

In this school there is...	Strongly disagree/disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
An effective approach towards managing change	9	12	3 (+33)	85	82	-2 (-4)
A readiness to accept changes to the way work is carried out	8	13	5 (+63)	88	80	-4 (-9)
A strong culture of improvement	4	8	4 (+100)	90	88	-1 (-2)
A welcoming approach to external advice and support to bring about change	4	7	3 (+75)	85	86	1 (+1)

Organisational processes and decision making

The pattern of responses concerning how the school operates as an organisation (table 28) mirrors the pattern for leadership and change management, as does the pattern for decision making (table 29). In the latter case there is a worrying decline in communication and role identification. This concern about role identification is also apparent when looking at organisational processes (table 28).

Table 28: Organisational processes (%)

In this school there is...	Strongly disagree/disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
A good process for deciding between priorities	9	17	5 (+89)	83	79	-2 (-5)
Open and reflective evaluation of its performance	3	8	11 (+167)	89	90	1 (+2)
A good match between what people do and their skills	6	18	1 (+200)	92	85	-7 (-14)
Good work in finding out the views of parents/students	6	7	3 (+17)	87	89	2 (+5)
An effective strategy for record keeping	3	6	5 (+100)	89	89	0 (0)

Table 29: Decision making (%)

In this school there is...	Strongly disagree/ disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Appropriate delegation to staff at all levels	9	20	10 (+122)	84	75	-5 (-11)
Good communication and people are well informed	20	32	10 (+60)	78	65	-7 (-17)
Clarity in roles and responsibilities	8	25	16 (+213)	89	70	-10 (-21)
Joint planning between teachers and classroom/learning assistants	14	20	5 (+43)	81	78	-2 (-4)

Resource management

Assessment of resource management was largely favourable as far as timetabling was concerned but there were concerns over the four years about financial management.

Table 30: Resource management (%)

In this school there is...	Strongly disagree / disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Effective and efficient financial management	4	11	7 (-175)	72	71	-1 (-1)
A well designed and equitable timetable	6	3	-3 (-50)	83	93	5 (+12)

Overall primary support staff present a positive and happy workforce with growing skills and opportunities to use those skills. Given the current flux which is the English education system the expressed level of dissatisfaction is heartening.

Primary teaching staff questionnaires - descriptive analyses

Two hundred and twenty three primary teachers responded to the questionnaires from the three clusters. As in previous years this was weighted heavily to female teachers (female 89 per cent: male 12 per cent). The age ranges of the staff are presented in table 31.

Table 31: Percentage responses by age group

Age range	2003 %	2004 %	2005 %	2006%
21-30	27	31	28	34
31-40	27	34	29	27
41-50	31	22	19	16
51-60	15	11	23	22
Over 60	1	0.5	1	1

Nearly three quarters of our sample of primary teaching staff were experienced teachers, with 44 per cent having over 11 years of service, and a further 24 per cent having been a teacher for five to 10 years. Whilst 37 per cent reported that they had been working at that school for one to four years, a further 32 per cent had worked in that institution for 11 years or more. The large majority of the teaching staff workforce were employed on permanent rather than fixed term contracts (86 per cent). Ninety one per cent of the primary teachers were employed full time. This is a picture of relative stability.

Attitudes to ICT

The vast majority of primary teachers were positive towards ICT in school (table 32). Over the period of the project they had come to value ICT-supported learning and felt it provided an equivalent learning experience to more traditional methods based around books (58 per cent, 2004: 80 per cent, 2006).

Growing staff acceptance of e-learning goes hand-in-hand with staff confidence and competence and the majority of staff self-reported a year-on-year improvement in their personal ICT skills (79 per cent, 2003: 96 per cent, 2006). Improving ICT skills were linked to increasing productivity (84 per cent), reduced workload (75 per cent) and improving work focus (55 per cent) by the primary teachers. Positive attitudes to staff training have grown from the start of the project (49 per cent, 2003:74 per cent, 2006) although there has been a decline since a peak in 2005 (84 per cent). This dip might be a reflection of rising skills and lower perceived need for training in year four of the project.

Table 32: Teaching staff attitudes towards ICT (%)

	Strongly disagree/ disagree			Agree/ strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
My students would learn more from reading than working on the computer	-	80	-	-	20	-
I do not need to learn to use a computer	62	76	9 (+23)	4	23	18 (+475)
I concentrate more when I work on the computer	-	45	-	-	55	-
My use of ICT makes me more productive	28	17	-9 (-39)	66	84	11 (+27)
Using ICT will reduce my workload	32	26	-5 (-19)	61	75	9 (+23)
My ICT skills are better than they were 12 months ago	9	4	-5 (-56)	79	96	9 (+22)
The training I have received in ICT in the last 12 months has been good	37	26	-8 (-30)	49	74	17 (+51)

ICT availability

Staff use and frequency of use of technology is very high: 99 per cent of teaching staff reported daily use at school with the remaining one per cent being involved on a weekly basis. Home use was also high (65 per cent daily: 28 per cent weekly). Use of technology outside the school and home was minimal.

Table 33: Locations and frequency of computer use by teaching staff (%)

	This school			Other work place			Home			Public library		
	04	06	Weighted (raw) % change 04-06	04	06	Weighted (raw) % change 04-06	04	06	Weighted (raw) % change 04-06	04	06	Weighted (raw) % change 04-06
I do not use a computer here	0	0	0 (0)	43	80	26 (+86)	0.5	1	0 (+100)	81	84	2 (+4)
I use a computer less than once a month	0	0	0 (0)	5	2	-3 (-60)	5	4	-1 (-20)	9	12	3 (+33)
I use a computer at least once a month	1	0	-1 (0)	0	1	1 (0)	2	4	2 (+100)	2	3	1 (+50)
I use a computer at least once a week	8	1	-6 (-87)	5	3	-2 (-40)	31	28	-2 (-10)	2	1	-1 (-50)
I use a computer daily	91	99	4 (+9)	21	14	-6 (-33)	60	65	3 (+8)	1	1	0 (0)

The majority of staff reported having adequate soft and hardware in school to meet their needs, with 94 per cent cumulatively agreeing or strongly agreeing that the hardware (64 per cent, 2003: 94 per cent, 2006) and also the software (54 per cent, 2003: 94 per cent, 2006) were suitable.

Table 34: Primary teaching staff knowledge and use of ICT applications (%)

Knowledge				Use			
No skills	Low skills	Good skills	High level skills	Activity	No use	Infrequent use	Frequent use
1	8	33	60	1 Word processor	0	5	94
4	27	52	17	2 Database	16	61	24
7	32	43	19	3 Spreadsheet	21	53	27
0	16	31	54	4 Presentation software	2	39	59
13	20	43	25	5 Desktop publishing	24	48	28
10	27	47	16	6 Simulations, modelling tools or games	20	55	26
34	26	36	5	7 Administration and management software	46	17	37
1	14	52	33	8 CD-ROM / multimedia or other subject software	2	39	59
1	3	35	61	9 Search the internet / WWW	0	6	94
44	37	16	4	10 Creating web pages	71	25	4
40	11	37	13	11 Internet discussion boards or chat rooms	6	26	11
2	5	36	58	12 Email	2	11	88
1	11	46	41	13 Peripheral hardware eg scanner, printer	1	14	85
1	9	42	48	14 Digital camera	2	28	70
7	7	33	53	15 Interactive whiteboard or equivalent	9	9	81
36	28	27	9	16 Video conferencing	54	34	13
52	26	15	7	17 Authoring own multimedia or web resources	66	24	9
34	30	27	9	18 Virtual learning environment or other content management software	54	36	11
71	20	8	1	19 A programming or scripting language	89	10	2

ICT competencies and training

As with support staff, this sample's competencies peaked for word processing and using communication software such as the internet and email (table 34). There have also been increases in knowledge and use of presentation software, peripheral hardware and digital cameras.

The findings here mirrored both those from last year and those for the primary support staff questionnaire, in that more specialist applications such as programming or scripting, authoring multimedia resources and using simulation software achieved low scores in terms of staff knowledge of how to use them, with high reports that these applications had never been used (see table 34). Video conferencing was another application of which teachers had limited knowledge or experience of use.

Table 35 presents a breakdown of the ICT training of teaching shows a shift from what for many of us would be entry skills of word processing or handling peripherals to coming to grips with vital but possibly more challenging activities around the VLE and MIS. This shift is another indicator of growing ICT competence within the schools.

Table 35: Training received across applications (%)

	No training			Informal training			Formal training			Award bearing training		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Application packages	38	15	-17 (-61)	39	48	6 (+23)	33	27	-3 (-18)	12	9	-3 (-25)
Peripheral hardware	35	9	-19 (-74)	54	59	3 (+9)	9	31	20 (+244)	0	1	1 (0)
Authoring software	84	75	-5 (-11)	3	17	14 (+467)	6	9	3 (+50)	0	0.6	1 (0)
Content management software (VLEs)	88	42	-24 (-52)	4	29	24 (+625)	1	29	28 (+29)	1	0.6	0 (-40)
MIS	68	53	-9 (-22)	15	29	12 (+93)	14	18	13 (+29)	3	0	-3 (0)

Ninety eight percent of this sample of primary teachers had been provided with a school laptop. This provision reached ceiling in 2005, when it was a doubling of the 2003 provision. Laptop provision has also replaced desktop provision. Eighty per cent of these teachers were provided with institutionally funded software. The high resource levels recorded here were largely reached in 2005; the interesting outcome of this provision is in the rising staff skills in 2006.

Major shifts over the lifetime of the project can be seen in the availability of school email from home, (37 per cent, 2003: 85 per cent, 2006); the college

website from home (21 per cent, 2003: 67 per cent, 2006); and personal files from home (14 per cent, 2003: 60 per cent, 2006). This is a clear indication of at least a first move towards schools without walls.

Help using ICT

The growing ease of accessing ICT help is a further indicator of the development of a virtuous circle of staff empowerment. Increasing skills levels have resulted in more support being available to teachers (41 per cent, 2003: 82 per cent, 2006) with only one per cent of respondents reporting that no help was available. As in the previous year's figures, responses to the availability of ICT support at home were much more varied, with 38 per cent recording no home support while 23 per cent reported that there was usually someone who could help. Figures for help at home were very similar to those given by primary support staff.

Learning activities, student and tutor roles

As in 2005 there were two key activities that the tutors engaged in either 'frequently' or 'most of the time': engaging the class in discussion using ICT and using ICT to demonstrate (table 36).

Types of learning activity ICT is used for

The majority of teaching staff indicated that their students used ICT to help them learn about a topic, and to recall and report information (94 per cent, 2004: 93 per cent, 2006). A shift in teacher perspectives on the value of ICT for various learning activities is apparent, with a decline in the view that ICT helped the development of practical skills through drill and practice (88 per cent, 2004: 78 per cent, 2006), but an increase in the perceived value of ICT in learning to solve problems (79 per cent, 2004: 92 per cent, 2006). There was no discernable shift in the pattern of responses to using ICT to visualise and understand difficult ideas (82 per cent, 2004: 86 per cent, 2006) or interpret, analyse and report data (79 per cent, 2004: 76 per cent, 2006). The recognition of ICT as important in promoting problem solving is to be welcomed.

ICT as a motivator for students

Most staff agreed that ICT motivated students. Teachers agreed that while encouraging better grades and competition it was not the main motivating factor (82 per cent agreement), it was students' pride (97 per cent agreement) and excitement (84 per cent agreement) in their ICT produced work that were the main stimuli to learning. This is a more positive picture from previous years, in that pupils are responding to intrinsic rather than extrinsic motivating factors.

Student responsibility for their own learning with ICT

The teaching staff were asked to indicate to what extent they encouraged student autonomy in learning. Their responses to the three statements presented in table 37 demonstrate that while there is clear goal setting by the teacher, involvement in setting goals and increasing choice for the learner have increased.

Table 36: Learning activities, student and tutor roles

	Never			Infrequently			Frequently			Most of the time		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
I am the main source of expertise about a topic. I use ICT to present new information and prepare resources	23	4	-15 (-17)	44	28	-11 (-36)	26	34	6 (+31)	7	34	25 (+386)
I guide students by demonstrating and modelling using ICT	10	2	-7 (-80)	41	15	-18 (-63)	44	45	1 (+2)	5	38	31 (+660)
I engage the class in discussion, explanation and demonstration using ICT eg using an interactive whiteboard	52	5	-31 (-90)	36	10	-19 (-72)	12	31	17 (+158)	2	54	51 (+2600)
I create structured tasks or problems that use ICT and circulate whilst students work.	41	9	-23 (-78)	40	23	-12 (-42)	17	44	23 (+159)	1	23	22 (+2200)
I use ICT to give hints, clues and feedback	54	4	-32 (-93)	39	31	-6 (-21)	6	47	39 (+683)	0	18	18 (0)
I provide opportunities for students to work in pairs or groups, share their experiences and discuss alternative responses with	19	3	-13 (-84)	35	22	-10 (-37)	42	53	8 (+26)	5	22	16 (+340)

each other when they work at the computer												
I provide opportunities for students to share their experiences and discuss alternative responses using ICT within the classroom eg using email	54	19	-23 (-65)	39	39	0 (0)	7	34	25 (+386)	0	8	8 (0)
I provide opportunities for students to present their work to the whole class eg using an interactive whiteboard	64	8	-34 (-87)	28	28	0 (0)	8	40	30 (+400)	1	25	24 (+2400)
I facilitate students in accessing resources or other sources of expertise outside the class eg using the internet	42	12	-21 (-71)	38	22	-12 (-42)	21	45	20 (+114)	0	21	21 (0)
I facilitate students in using ICT to communicate with other students outside the classroom eg using email or the internet	71	31	-23 (-56)	26	35	7 (+35)	3	27	23 (+800)	0	8	8 (0)
I facilitate students in using a range of ICT resources to create their own project work over a number of weeks	56	22	3 (-3)	34	38	3 (+12)	10	31	19 (+210)	0	9	9 (0)

Table 37: Student responsibility for their own learning with ICT (%)

	Never			Infrequently			Frequently			Most of the time		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Teachers set the learning goals, design activities and assignments, monitor progress and grade assignments	25	4	-17 (-84)	27	19	-6 (-30)	34	45	8 (+32)	15	32	15 (+113)
Teachers discuss learning goals with student. Students select assignments from a range of options and share responsibility for monitoring progress	43	10	-23 (-77)	45	40	-3 (-11)	12	38	23 (+217)	1	13	12 (+1200)
Students are involved in the process of setting learning goals and assignments. They set their own timelines and monitor their own progress	63	22	-25 (-65)	33	48	11 (+45)	4	25	20 (+525)	0	5	5 (0)

Access to ICT applications and networks

Dual access to both the management and curriculum networks has increased for all locations indicating a coming together of the schools' two key areas of activity.

Table 38: Access to ICT applications and networks

	Network											
	All networks			Management network			Curriculum network			Not networked		
	04	06	Weighted (raw) % change 04-06	04	06	Weighted (raw) % change 04-06	04	06	Weighted (raw) % change 04-06	04	06	Weighted (raw) % change 04-06
General office	31	47	12 (+52)	20	31	9 (+55)	29	7	-17 (-76)	21	15	-5 (-29)
Department office	24	39	12 (+63)	16	18	2 (+13)	33	14	-14 (-58)	27	29	2 (+7)
Your classroom(s)	37	50	9 (+35)	3	2	-1 (-33)	56	47	-6 (-16)	3	1	-2 (-67)
Staffroom	18	32	12 (+78)	4	1	-3 (-75)	37	26	-8 (-30)	41	41	0 (0)
Library	16	27	9 (+69)	2	1	-1 (-50)	36	27	-7 (-25)	46	46	0 (0)
Other	16	31	13 (+94)	3	2	-1 (-33)	47	19	-19 (-60)	34	48	10 (+41)

Work time

The staff working week was variable but in line with previous years; five per cent of staff worked 21-30 hours each week, 13 per cent worked 31-40 hours each week, 34 per cent worked 41-50 hours each week, 33 per cent worked 51-60 hours each week and 13 per cent worked over 60 hours each week. These figures were substantially more than those reported by the primary support staff.

Teaching staff were asked whether or not they performed the roles listed in Table 39, and if so, whether they used ICT in these. ICT plays a pivotal role in teaching and learning and is also widely used across other areas of activity.

Table 39: Allocation of staff time (%)

	Perform this task %	Use ICT for task? %	Hours /week	Hours per week					
				0	0.1-10	11-30	31-50	51-100	101+
Working directly with students	98	96	2006	4	10	12	11	64	0
	96	96	2004	2	5	15	38	22	20
Other student contact	92	68	2006	18	39	28	4	13	0
	94	75	2004	0	62	14	0	10	15
Supporting learning	97	96	2006	7	13	40	16	24	0
	94	95	2004	0	21	42	6	10	21
Whole school activities	88	72	2006	16	46	25	6	6	0
	92	78	2004	0	52	20	6	21	0
General administration	90	69	2006	16	45	26	5	7	0
	87	79	2004	18	53	10	12	8	2

Quality of life

Staff responded positively to range of work quality measures: enjoying work (92 per cent), managing their own time (84 per cent), and feeling valued (83 per cent). In contrast though, 60 per cent of the teaching staff cumulatively agreed that they found it difficult to unwind at the end of a work day but this was an improvement on the 2003 figures (74 per cent). Furthermore, 74 per cent of the teachers stated that they wanted to reduce the hours they work. The teaching staff also reported a firm belief that they should be able to spend less time on clerical tasks and focus on teaching (95 per cent).

Table 40: Quality of life (%)

In this school there is...	Strongly disagree /disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
I effectively manage my working time	24	16	-6 (-33)	77	84	4 (+9)
I find it difficult to unwind at the end of a work day	26	39	10 (+50)	74	60	-8 (-19)
I want teachers to spend less time on clerical and administrative work and more time on teaching and learning	3	3	0 (0)	98	95	-2 (-3)
I feel that my work in this school is valued	10	13	3 (+30)	91	83	-4 (-9)
I am expected to do things that are not a part of my job	52	57	3 (+10)	48	42	-4 (-12)
I want to reduce the hours I work	20	23	2 (+15)	81	74	-4 (-9)
I feel unable to do things which I think should be a part of my job	46	72	18 (+57)	55	25	-19 (-55)
I enjoy my work most of the time	24	16	-6 (-33)	94	92	-1 (-2)

Leadership and management

Teaching staff remained positive about the management and leadership of their school (table 41), citing clarity of aims (83 per cent) and good leadership (84 per cent) in particular.

Table 41: Leadership and management (%)

In this school there is...	Strongly disagree /disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Clarity about its aims and purposes providing a clear sense of direction for staff	11	11	0 (0)	90	83	-4 (-8)
Good leadership	13	12	-1 (-8)	85	84	-1 (-1)
Good support for staff	13	16	3 (+23)	87	81	-3 (-7)
A good school image with parents and the community	5	13	8 (+160)	92	81	-6 (-12)
A collaborative approach within the staff	9	17	7 (+89)	91	82	-5 (-10)

Change and development

Table 42 shows that teachers, as with their support staff, recognised their school's commitment to improvement (91 per cent), seeking external advice and support to bring about change (86 per cent). These figures have changed little over the lifetime of the project.

Table 42: Change and development (%)

In this school there is...	Strongly disagree/ disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
An effective approach towards managing change	15	12	-3 (-20)	83	81	-1 (-2)
A readiness to accept changes to the way work is carried out	17	16	-1 (-6)	83	80	-2 (-4)
A strong culture of improvement	8	7	-1 (-12)	93	91	-1 (-2)
A welcoming approach to external advice and support to bring about change	11	9	-2 (-18)	88	86	-1 (-2)

Organisational processes

On the whole teachers endorsed the processes within their school. This largely confirms data from previous years except that teachers now acknowledge that there is an effective management strategy for teaching and learning using ICT in their institution. An indication of a growing seamlessness between vision, planning and action for e-learning.

Table 43: Organisational processes (%)

In this school there is....	Strongly disagree/ disagree			Agree/ strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
A good process for deciding between priorities	20	25	4 (+25)	75	68	-4 (-9)
Open and reflective evaluation of its performance	11	12	1 (+9)	85	82	-2 (-4)
A good match between what people do and their skills	17	14	-3 (-18)	81	81	0 (0)
Good work in finding out the views of parents/students	21	11	-8 (-48)	78	84	3 (+8)
An effective strategy for record keeping	24	14	-8 (-42)	73	82	5 (+12)
An effective management strategy for teaching and learning using ICT	36	11	-18 (-69)	61	86	16 (+41)

Decision making

Staff endorsement of decision making within the school was high, but had not improved over the project. Indeed, as for support staff, there were concerns about communication.

Table 44: Decision making (%)

In this school there is....	Strongly disagree/ disagree			Agree/ strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Appropriate delegation to staff at all levels	20	25	4 (+25)	77	72	-3 (-6)
Good communication and people are well informed	27	35	6 (+30)	72	62	-6 (-14)
Clarity in roles and responsibilities	15	17	2 (+13)	83	81	-1 (-2)
Joint planning between teachers and classroom/learning assistants	20	24	3 (+20)	77	75	-1 (-3)

Resource management

Staff confidence in resource management, particularly in relation to ICT, remained high.

Table 45: Resource management (%)

In this school there is....	Strongly disagree/disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Effective and efficient financial management	12	13	1 (+8)	77	73	-2 (-5)
A well designed and equitable timetable	12	9	-3 (-25)	87	87	0 (0)
Appropriate class sizes for effective teaching and learning	34	18	-12 (-47)	66	80	8 (+21)
An effective use of ICT in managing resources	42	7	-25 (-83)	46	91	31 (+98)

As with the primary support staff, this is a picture of positive and happy workforce with growing skills and opportunities to use those skills. Given the current flux which is the English education system, the expressed level of dissatisfaction is heartening.

Secondary support staff questionnaires - descriptive analyses

Overview

In total, four of the five secondary institutions submitted responses for this questionnaire, with 43 support staff responding from across all three clusters (a similar figure to those completing in 2005). Of these, only 11 were male (28 per cent) with the overwhelming majority being female (73 per cent). The age ranges of the staff are presented in table 46.

Table 46: Percentage responses by age group

Age range	2003 %	2004 %	2005 %	2006 %
Under 21	0	3	4	0
21-30	16	31	25	23
31-40	29	19	25	35
41-50	30	26	27	23
51-60	22	19	20	20
Over 60	4	3	0	0

The sample of staff predominantly included those who were fairly new to working in a school (<one year, 10 per cent; one to four years service, 60 per cent) with a minority of experienced staff (>11 years service, 18 per cent). Ninety five per cent of the support staff in secondary schools were employed on a permanent contract, which is the same proportion as last year. A further five per cent were employed on a fixed term contract. A large proportion of the secondary support staff were also employed full time (84 per cent).

Attitudes to ICT

The majority of secondary support staff, as with their primary colleagues, no longer felt that they needed to be taught how to use a computer (seven per cent, 2003: 64 per cent, 2006). ICT is now integral to their work, reducing their workload (48 per cent, 2003: 75 per cent, 2006). Seventy five per cent of respondents also felt that computer use enables better concentration, (64 per cent, 2004: 75 per cent, 2006). However, this year's sample were less convinced that using ICT increased their productivity (81 per cent, 2003: 61 per cent, 2006).

ICT availability

All staff reported either daily (97 per cent) or weekly (three per cent) use of ICT in school. The majority of secondary support staff also indicated home use of ICT either daily or weekly (46 per cent daily: 31 per cent weekly). Use of the technology outside of these core locations was minimal.

The majority of staff reported having adequate soft and hardware in school to meet their needs, with 95 per cent cumulatively agreeing or strongly agreeing that the hardware is suitable and 95 per cent cumulatively agreeing that the software is suitable (increased from 82 per cent in 2005).

ICT competencies and training

Table 47 shows that that the pattern of knowledge and use is similar to that of primary support staff, with basic use of the internet, emailing and word processing as core activities. Involvement with a VLE is still not high, although it had increased from a very low level over the course of the project.

Table 47: Secondary support staff knowledge and use of ICT applications (%)

No skills	Low skills	Good skills	High level skills	Activity	No use	Infrequent use	Frequent use
3	18	35	44	1 Word processor	9	15	75
6	47	28	19	2 Database	31	29	41
13	31	37	19	3 Spreadsheet	41	9	50
13	25	41	22	4 Presentation software	39	36	26
34	26	22	19	5 Desktop publishing	63	22	15
41	28	25	6	6 Simulations, modelling tools or games	69	25	6
44	19	22	16	7 Administration and management software	53	9	37
19	32	34	16	8 CD-ROM / multimedia or other subject software	47	35	19
0	9	41	50	9 Search the internet / WWW	0	9	91
50	25	9	16	10 Creating web pages	72	6	22
56	15	9	19	11 Internet discussion boards or chat rooms	69	9	22
13	16	28	44	12 Email	19	6	75
3	28	37	31	13 Peripheral hardware eg scanner, printer	9	9	81
22	19	35	25	14 Digital camera	47	22	32
28	6	34	22	15 Interactive whiteboard or equivalent	41	32	29
71	0	15	13	16 Video conferencing	79	12	9
71	6	10	13	17 Authoring own multimedia or web resources	82	6	12
65	14	10	13	18 Virtual learning environment or other content management software	79	9	12
67	17	10	7	19 A programming or scripting language	81	10	12

Table 48 presents a breakdown of the training that secondary support staff had received for a range of applications (some of the categories from 2003 were collapsed to produce fewer categories in subsequent years' questionnaires). As with the primary staff, there has been a proportional shift

towards training on the VLE and MIS over time, as these software packages increase in importance and as more basic skills such as word processing become embedded within the community.

Table 48: Training received across applications (%)

	No training			Informal training			Formal training			Award bearing training		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Application packages	22	36	11 (+64)	40	36	-3 (-10)	29	11	-14 (-62)	11	18	6 (+64)
Peripheral hardware	40	36	-3 (-10)	39	47	6 (+21)	3	11	8 (+267)	4	7	3 (+75)
Authoring software	78	89	6 (+14)	2	8	6 (+300)	2	4	2 (+100)	1	4	3 (+300)
Content management software (VLEs)	75	64	-6 (-15)	3	14	11 (+367)	1	18	17 (+1700)	0	4	4 (0)
MIS	52	46	-4 (-12)	18	28	8 (+56)	9	22	12 (+144)	1	4	3 (+300)

The recognition of support staff needs is clearly shown by the increased provision of school laptops (three per cent, 2003: 82 per cent, 2006). As in other groups, this wholesale provision has resulted in fewer desktop computers. Communication between the home and school has also been improved, with many more staff this year being able to access school email (14 per cent, 2003: 82 per cent, 2006), the school website (15 per cent, 2003: 75 per cent, 2006) and personal files (seven per cent, 2003: 39 per cent, 2006) from home.

Help using ICT

When asked how much help the staff received when using software both at school and at home, the most frequent reply was that at school they could usually get help (78 per cent), which had improved from 77 per cent in 2005; 74 per cent in 2004 and 34 per cent in 2003. At home the picture was more mixed, with 48 per cent in 2006 stating that they could usually get help (34 per cent, 2003), whilst a further 33 per cent in 2006 recorded there was never anyone who could help (37 per cent, 2003).

The network with highest levels of access across locations was the curriculum network. Of all locations listed, the staffroom was the least likely to be networked (19 per cent). In spite of this, the staffroom was the second most likely place to access the curriculum network, along with the library. Unsurprisingly, the general office had the highest level of access to the management network, and also the highest levels of reported access to all networks.

Table 49: Access to ICT applications and networks

	Network											
	All networks			Management network			Curriculum network			Not networked		
	04	06	Weighted (raw) % change 04-06	04	06	Weighted (raw) % change 04-06	04	06	Weighted (raw) % change 04-06	04	06	Weighted (raw) % change 04-06
General office	45	73	19 (+62)	14	19	4 (+36)	29	4	-19 (-86)	12	4	-7 (-67)
Department office	37	73	26 (+97)	14	4	-9 (-71)	31	15	-12 (-52)	19	8	-9 (-58)
Staffroom	32	58	20 (+81)	3	0	-3 (0)	51	23	-19 (-55)	14	19	4 (+36)
Library	25	65	32 (+160)	5	0	-5 (0)	52	23	-19 (-56)	19	12	-6 (-37)

Staff held mixed views on whether there was a need to increase ICT; with 46 per cent feeling there was, and 53 per cent feeling there was not. This was slightly higher than the 43 per cent in 2005 and 39 per cent in 2004 reporting the need to increase ICT. Areas in which staff indicated increased provision would be beneficial were for working directly with students (14 per cent down from 31 per cent in 2005 and 32 per cent in 2004); 16 per cent also claimed more applications would benefit staff in supporting student learning (31 per cent in 2005 and 32 per cent in 2004); 16 per cent for administration purposes (27 per cent in 2005 and 42 per cent in 2004); and 16 per cent to support other student contact (25 per cent in 2005 and 42 per cent in 2004). There were therefore fewer reports of more ICT being needed in all of these areas from last year.

By far the most common reason given for ICT levels not needing to increase was that current levels were satisfactory (12 per cent). Five per cent felt that the specific roles they carried out did not require more ICT applications, whilst two per cent also stated that the cost of increasing ICT provision would not outweigh the benefits.

The vast majority of secondary support staff reported that their working week was between 31-40 hours each week (77 per cent), which increased from 67 per cent in 2005. This 77 per cent was followed by 23 per cent who work 41 to 50 hours a week (increased from 12 per cent 2005). Unlike in previous years, no staff reported working a 21-30 hour a week or under 20 hours a week.

Table 50 provides a breakdown of the time spent by secondary support staff in various tasks, both without and without ICT, throughout their working week. For all five types of task, however, there was a reasonable amount of variation in staff responses of how long they spent doing each activity. General administration was the main demand on staff time without ICT, whilst supporting learning and general administration were the main uses of time with ICT. Time spent in using ICT when working with students, either directly

or in other forms of supporting learning, accounted for substantially more staff time than other tasks, and whole school activity placed the lowest demand on staff time both with and without ICT. It may be that tasks fitting within the three categories of supporting learning, working directly with students and other student contact have some overlap. Thus staff may have interpreted their tasks differently, which would explain the difference between primary and secondary support staff responses.

Table 50: Allocation of staff time (%)

	Do you perform this task?	Do you use ICT to perform this task?		Hours spent in this activity					
				0	0.1-10	11-30	31-50	51-100	101+
Working directly with students	54	46	2006	46	23	12	8	12	0
	45	51	2004	64	36	0	0	0	0
Other student contact	73	62	2006	35	31	24	4	8	0
	52	45	2004	36	36	9	9	9	0
Supporting learning	69	69	2006	31	27	28	12	4	0
	59	65	2004	17	25	25	0	33	0
Whole school activities	54	35	2006	54	23	8	4	12	0
	55	51	2004	9	36	27	9	18	0
General administration	85	69	2006	19	31	31	0	20	0
	79	69	2004	0	25	40	20	15	0

Quality of life

An overwhelming majority of staff were confident that they could effectively manage their working time, (84 per cent, 2003: 97 per cent, 2006). This is similar to levels seen in the primary and FE support staff. Three quarters of the respondents indicated they felt their work was valued (51 per cent, 2003: 73 per cent, 2006) but 12 per cent indicated that they were expected to do things that were not part of the job. A substantial proportion of staff found it difficult to unwind after work (36 per cent, 2003: 46 per cent, 2006) with some 97 per cent expressing a desire to reduce the number of hours they worked (table 51).

Table 51: Quality of life (%)

In this school there is...	Strongly disagree /disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
I effectively manage my working time	16	0	-14 (0)	84	97	7 (+15)
I find it difficult to unwind at the end of a work day	64	54	-6 (-16)	36	46	7 (+28)
I want teachers to spend less time on clerical and administrative work and more time on teaching and learning	19	23	3 (+21)	82	73	-5 (-89)
I feel that my work in this school is valued	51	73	15 (+43)	49	20	-19 (-41)
I am expected to do things that are not a part of my job	78	89	6 (+14)	22	12	-8 (-55)
I want to reduce the hours I work	54	0	-35 (0)	47	97	34 (+106)
I feel unable to do things which I think should be a part of my job	16	0	-14 (0)	84	97	7 (+15)
I enjoy my work most of the time	64	54	-6 (-84)	36	46	7 (+28)

Table 52 shows a worrying decline in secondary support staff's views on the leadership and management of their school, with staff related issues being the worst affected. Nor is there any comfort in the findings on change management (table 53), organisational process (table 54), quality of decision making (table 55) and resource management (table 56). In each case a substantial minority is expressing increased unhappiness over the 2003 figures, with quality of decision making highlighted in particular. This does not match the primary perspective, but is in line with the views expressed on quality of life.

Table 52: Leadership and management (%)

In this school there is...	Strongly disagree/disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Clarity about its aims and purposes providing a clear sense of direction for staff	33	16	-13 (-52)	66	69	2 (+5)
Good leadership	18	19	1 (+6)	82	54	-15 (-34)
Good support for staff	24	45	17 (+88)	77	47	-17 (-39)
A good school image with parents and the community	13	22	8 (+69)	85	57	-15 (-33)
A collaborative approach within the staff	14	35	18 (+150)	79	51	-16 (-35)

Table 53: Change and development (%)

In this school there is...	Strongly disagree/disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
An effective approach towards managing change	20	44	20 (+120)	74	44	-17 (-41)
A readiness to accept changes to the way work is carried out	25	48	18 (+92)	70	40	-18 (-33)
A strong culture of improvement	14	36	19 (+157)	82	52	-16 (-37)
A welcoming approach to external advice and support to bring about change	16	44	24 (+175)	75	44	-18 (-41)

Table 54: Organisational processes (%)

In this school there is...	Strongly disagree / disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
A good process for deciding between priorities	21	36	12 (+71)	61	44	-11 (-28)
Open and reflective evaluation of its performance	14	32	16 (+129)	71	60	-6 (-15)
A good match between what people do and their skills	19	36	14 (+89)	68	56	-7 (-18)
Good work in finding out the views of parents/students	12	28	14 (+133)	73	60	-8 (-18)
An effective strategy for record keeping	11	20	8 (+82)	72	68	-2 (-6)

Table 55: Decision making (%)

In this school there is...	Strongly disagree/ disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03- 06	03	06	Weighted (raw) % change 03-06
Appropriate delegation to staff at all levels	14	44	26 (+214)	97	36	-31 (-63)
Good communication and people are well informed	33	64	23 (+94)	76	28	-27 (-63)
Clarity in roles and responsibilities	43	52	6 (+21)	90	40	-26 (-56)
Joint planning between teachers and classroom/learning assistants	36	32	-3 (-11)	95	44	-26 (-54)

Table 56: Resource management (%)

In this school there is...	Strongly disagree/ disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03- 06	03	06	Weighted (raw) % change 03-06
Effective and efficient financial management	2	24	22 (+1100)	63	60	-2 (-5)
A well designed and equitable timetable	7	20	12 (+186)	74	52	-13 (-30)

Secondary teaching staff questionnaires - descriptive analyses

In total, 127 secondary teaching staff responded to the questionnaires, a comparable sample to 2005 (123). Fifty-five respondents were female (59 per cent) and 57 male (51 per cent). The age ranges of the staff are presented in table 57.

Table 57: Percentage responses by age group

Age Range	2003%	2004 %	2005 %	2006 %
Under 21	0	0	0	0
21-30	27	28	23	26
31-40	28	32	26	29
41-50	29	25	34	26
51-60	16	14	17	16
Over 60	1	0.6	0	4

Nearly half of our sample of secondary teaching staff were experienced teachers, with 48 per cent having over 11 years of service, and a further 19 per cent having been a teacher for five to 10 years. Whilst 30 per cent reported that they had been working at that school for 11 years or more, a further 35 per cent had worked in that institution for one to four years (47 per cent last year). The large majority of the teaching staff were employed on permanent rather than fixed term contracts (93 per cent). Secondary teachers were the most likely group to work full time (95 per cent).

Table 58 presents secondary teaching staff's attitudes towards ICT. As reported in the 2005 survey, the vast majority reported positive attitudes towards ICT in school. The most favourable outcome from this section over the three years was that staff felt their ICT skills were better than they were 12 months ago (87 per cent in 2006, 92 per cent in 2005, 90 per cent in 2004 and 86 per cent in 2003). This was in conjunction with 88 per cent cumulative agreement (increased from 84 per cent in 2005 which in turn had decreased by four per cent from 2004) that use of ICT increased productivity.

Secondary teachers were mixed in their attitudes to the ICT training they have received in the last 12 months, with 33 per cent agreeing but 65 per cent disagreeing that it had been good. Presumably as in the other teaching samples, the better and high skills reported in staff last year enabled them to maintain (if slightly lower than last year) the secondary benefits to productivity (as above), reduced workload (71 per cent cumulatively), and concentration (46 per cent cumulatively), by using and continuing to improve these skills throughout the past 12 months.

Sixty five per cent disagreed that their students would learn more from reading than from working on a computer and 72 per cent also disagreed that they did not need to learn to use a computer. These are fairly stable findings over the last three years and are encouraging in terms of the continued integration of ICT in all aspects of teaching and learning.

Table 58: Teaching staff attitudes towards ICT (%)

	Disagree/strongly disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
My students would learn more from reading than working on the computer	-	65	-	-	35	-
I do not need to learn to use a computer	92	72	-10 (-22)	8	29	19 (+263)
I concentrate more when I work on the computer	-	55	-	-	46	-
My use of ICT makes me more productive	27	12	-12 (-56)	73	88	9 (+21)
Using ICT will reduce my workload	38	30	-6 (-21)	63	71	5 (+13)
My ICT skills are better than they were 12 months ago	15	13	-2 (-13)	86	87	1 (+1)
The training I have received in ICT in the last 12 months has been good	65	65	0 (0)	36	36	0 (0)

One hundred per cent of teaching staff reported daily or weekly use at school (two per cent weekly, and 98 per cent daily). Home use was also high, with weekly use at 27 per cent and daily use at 66 per cent. This level of use matched the usage patterns for primary and FE teaching staff, with daily use substantially higher than for support staff from all three sectors. Use outside of these core areas was minimal.

Table 59: Locations and frequency of computer use by teaching staff (%)

	This school			Other work place			Home			Public library		
	04	06	Weighted (raw) % change 04-06	04	06	Weighted (raw) % change 04-06	04	06	Weighted (raw) % change 04-06	04	06	Weighted (raw) % change 04-06
I do not use a computer here	0	0	0 (0)	41	80	28 (+95)	1	2	1 (+100)	73	88	9 (+21)
I use a computer less than once a month	1	0	-1 (0)	1	2	1 (+100)	1	1	0 (0)	11	7	-4 (-36)
I use a computer at least once a month	2	0	-2 (0)	2	2	0 (0)	5	4	-1 (-20)	2	5	3 (+150)
I use a computer at least once a week	8	2	-6 (-75)	8	7	-1 (-12)	27	27	0 (0)	2	0	-2 (0)
I use a computer daily	89	98	5 (+10)	20	9	-9 (-55)	65	66	1 (+2)	1	0	-1 (0)

The majority of staff reported having adequate software (78 per cent) and hardware (79 per cent) in school to meet their needs.

ICT competencies and training

As with the support staff findings and last year's teaching staff findings, this sample's competencies peaked for word processing, using communication software such as the internet and email, and knowledge and use of peripheral hardware.

As was found in the students' data and in the primary teachers', both knowledge and use of presentation software have increased from last year, with levels now higher than those seen for the more traditional packages of databases and spreadsheets. In line with this, secondary school teachers' knowledge and use of interactive whiteboards had increased, and whilst knowledge levels were substantially higher for presentation software, there was less difference between usage levels of interactive whiteboards and presentation software. However, the secondary teachers reported lower levels of knowledge and use on presentational software and interactive whiteboards

than the primary teachers did, but higher levels than the secondary support staff.

The findings here mirror the findings from the primary teaching and secondary support staff questionnaires in the sense that more specialist applications such as programming or scripting, authoring multimedia resources and using simulation software achieved low scores in terms of staff knowledge of how to use them, with high reports that these applications had never been used (see Table 60 for the full breakdown). Video conferencing was another application of which teachers had limited knowledge or experience of use. Furthermore, as in the other staff samples, use of internet discussion boards and chat rooms as well as the virtual learning environment were also low, with knowledge achieving slightly higher levels. This suggests that use of these applications is developing in the minority of staff, as some level of knowledge and use was apparent in all staff samples.

Table 60: Teaching staff knowledge and use of ICT applications (%)

Knowledge				Activity	Use		
No skills	Low skills	Good skills	High level skills		No use	Infrequent use	Frequent use
0	9	48	43	1 Word processor	0	4	95
8	32	50	10	2 Database	18	41	42
6	23	53	18	3 Spreadsheet	12	34	54
1	21	51	27	4 Presentation software	6	30	66
21	29	38	12	5 Desktop publishing	34	49	18
32	31	28	9	6 Simulations, modelling tools or games	47	38	16
23	23	46	9	7 Administration and management software	28	17	55
5	14	68	15	8 CD-ROM / multimedia or other subject software	10	46	44
1	2	57	40	9 Search the internet / WWW	1	7	92
53	27	14	7	10 Creating web pages	72	22	6
45	19	31	6	11 Internet discussion boards or chat rooms	66	25	9
0	6	56	39	12 Email	0	8	92
2	8	63	26	13 Peripheral hardware eg scanner, printer	3	15	82
10	10	62	18	14 Digital camera	22	49	29
19	20	46	14	15 Interactive whiteboard or equivalent	25	14	61
61	25	14	1	16 Video conferencing	81	17	2
67	19	8	6	17 Authoring own multimedia or web resources	80	14	6
56	25	17	2	18 Virtual learning environment or other content management software	75	17	8
73	18	7	2	19 A programming or scripting language	91	8	1

Table 61 presents a breakdown of the staff training. As elsewhere, informal and formal training in the use of the VLE and MIS is now growing, while access to application skills is often through informal contacts.

Table 61: Training received across applications (%)

	No training			Informal training			Formal training			Award bearing training		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Application packages	40	21	-14 (-47)	36	60	18 (+67)	17	13	-3 (-24)	5	6	1 (+20)
Peripheral hardware	47	30	-12 (-36)	42	54	8 (+29)	4	15	11 (+275)	3	1	-2 (-67)
Authoring software	89	81	-4 (-9)	5	15	10 (+200)	2	3	1 (+50)	1	1	0 (0)
Content management software (VLEs)	88	70	-10 (-20)	0	20	20 (0)	2	9	7 (+350)	1	0	-1 (0)
MIS	68	42	-15 (-38)	22	44	18 (+100)	7	15	7 (+114)	1	0	-1 (0)

Ninety four per cent of the secondary teachers have been provided with a school laptop (19 per cent, 2003), which has been a major development over the lifetime of the project. However, the provision of software has lagged behind (71 per cent, 2006).

Access to their school email from home was the norm (57 per cent, 2003: 85 per cent, 2006), as, to a lesser extent, was accessing their files from home (eight per cent, 2003: 65 per cent, 2006), and the school website from home (21 per cent, 2003: 73 per cent, 2006).

Help using ICT

There were no respondents who reported that help within school was unavailable to them and 68 per cent stated they could usually get help when they needed it. However, 46 per cent of teachers had no home support and only 29 per cent reported that there was usually someone who could help.

Table 62 shows increasing variety of ICT usage with the use of presentation technologies showing the greatest increase. However, expertise still resides with the teacher in this samples eyes.

The majority of teaching staff indicated that their students used ICT to help them learn about a topic, and recall and report information (89 per cent). This was also the most prominent learning activity using ICT outlined by the primary and FE teachers, both this year and last year. Eighty six per cent reported that their students used ICT to visualise and understand difficult ideas, whilst 79 per cent of teachers stated that their students used ICT to collect, interpret, analyse and report data; and 82 per cent felt ICT helped their students learn practical skills through drill and practice. Sixty eight per cent mentioned that their students use ICT that helps them learn to solve

problems. Since the beginning of the project in 2003 there have been increases in teaching staff agreement to these statements, which appeared to have levelled off between 2005 and 2006.

Teachers pointed to the fact that students have opportunities to gain access to other expertise outside the classroom eg through use of the internet, intranet or library (87 per cent) but students were required to complete most assignments individually (63 per cent), although they generally worked in groups and shared ideas (70 per cent).

ICT as a motivator for students

Most staff agreed that ICT motivated students. Teachers were divided on the issue of whether better grades and competition was a prime motivating factor (53 per cent thought not). Student's pride (74 per cent agreement) and excitement (49 per cent 2006) in their ICT produced work, were also seen as important stimuli to learning. The differences from primary colleagues are understandable in an institution where formal examinations are built into the fabric of the experience.

Table 62: Learning activities, student and tutor roles

	Never			Infrequently			Frequently			Most of the time		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
I am the main source of expertise about a topic. I use ICT to present new information and prepare resources	28	8	-16 (-71)	36	24	-9 (-33)	27	45	14 (+67)	10	24	13 (+140)
I guide students by demonstrating and modelling using ICT	40	9	-22 (-77)	38	37	-1 (-3)	17	39	19 (+129)	5	17	11 (+240)
I engage the class in discussion, explanation and demonstration using ICT eg using an interactive whiteboard	67	10	-34 (-85)	20	29	8 (+45)	10	39	26 (+290)	3	23	19 (+667)
I create structured tasks or problems that use ICT and circulate whilst students work.	47	13	-23 (-72)	33	41	6 (+24)	16	36	17 (+125)	3	11	8 (+267)
I use ICT to give hints, clues and feedback	56	11	-29 (-82)	33	39	5 (+18)	10	37	25 (+270)	1	13	12 (+1200)
I provide opportunities for students to work in pairs or groups, share their experiences and discuss alternative responses with each other when they work at the computer	38	20	-13 (-47)	42	42	0 (0)	18	28	8 (+56)	3	10	7 (+233)
I provide opportunities for students to share their experiences and discuss alternative responses using	70	37	-19 (-47)	25	42	14 (+68)	5	15	10 (+200)	1	6	5 (+500)

ICT within the classroom eg using email												
I provide opportunities for students to present their work to the whole class eg using an interactive whiteboard	69	17	-31 (-75)	23	47	20 (+104)	7	30	21 (+329)	1	6	5 (+500)
I facilitate students in accessing resources or other sources of expertise outside the class eg using the internet	35	5	-22 (-75)	43	38	-3 (-12)	21	48	22 (+129)	2	9	7 (+350)
I facilitate students in using ICT to communicate with other students outside the classroom eg using email or the internet	74	37	-21 (-50)	22	44	18 (+100)	3	13	10 (+333)	1	8	7 (+700)
I facilitate students in using a range of ICT resources to create their own project work over a number of weeks	35	17	-13 (-51)	40	38	-1 (-5)	21	39	15 (+86)	4	8	4 (+100)

The teaching staff were asked to indicate to what extent they encouraged student autonomy in learning. Their responses to the three statements presented in table 63 demonstrate that while there is clear goal setting by the teacher, involvement and choice for the learner have increased.

Table 63: Student responsibility for their own learning with ICT (%)

	Never			Infrequently			Frequently			Most of the time		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Teachers set the learning goals, design activities and assignments, monitor progress and grade assignments	25	4	-17 (-84)	31	26	-4 (-16)	34	37	2 (+9)	11	32	19 (+191)
Teachers discuss learning goals with student. Students select assignments from a range of options and share responsibility for monitoring progress	36	15	-15 (-58)	47	37	-7 (-21)	15	32	15 (+113)	3	15	12 (+400)
Students are involved in the process of setting learning goals and assignments. They set their own timelines and monitor their own progress	48	21	-18 (-56)	46	55	6 (+20)	6	21	14 (+250)	1	3	2 (+200)

As for primary schools, few areas within a school are not networked and there is an increasing coming together of management and teaching systems (table 64)

Table 64: Access to ICT applications and networks

	Network											
	All networks			Management network			Curriculum network			Not networked		
	04	06	Weighted (raw) % change 04-06	04	06	Weighted (raw) % change 04-06	04	06	Weighted (raw) % change 04-06	04	06	Weighted (raw) % change 04-06
General office	31	48	13 (+55)	10	16	5 (+60)	47	12	-24 (-74)	11	25	13 (+127)
Dept. office	25	39	11 (+56)	4	9	5 (+125)	48	26	-15 (-46)	23	26	2 (+13)
Your classroom	25	49	19 (+96)	1	6	5 (+500)	65	41	-15 (-37)	10	4	-5 (-60)
Staffroom	25	44	15 (+76)	3	9	6 (+500)	63	38	-15 (-40)	10	10	0 (0)
Library	23	42	15 (+83)	3	7	4 (+133)	67	39	-17 (-42)	8	12	4 (+50)

Satisfaction with software provision has increased. Only 17 per cent thought more applications would benefit staff in supporting student learning (61 per cent, 2004); 20 per cent wanted more provision for working directly with students (60 per cent, 2004), 13 per cent felt more provision was needed to support other student contact (62 per cent, 2004); and 13 per cent for administration purposes (57 per cent, 2004). All of these figures are substantially lower than those reported in previous years by secondary teachers in the project.

As for primary staff, the working week varied: 35 per cent of teaching staff reported working 41 to 50 hours a week; 26 per cent 51 to 60 hours a week and 17 per cent over 60 hours each week.

Teachers performed a variety of roles (listed in table 65) and where appropriate ICT was incorporated into those roles. As for support staff, the teaching staff spent most of their time working directly with students.

Table 65: Allocation of staff time (%)

	Do you perform this task?	Do you use ICT to perform this task?		Hours spent in this activity				
				0	0.1-10	11-30	31-50	51-100
Working directly with students	100	87	2006	2	8	28	17	45
	98	86	2004	3	9	23	29	35
Other student contact	95	80	2006	7	48	32	3	11
	97	77	2004	0	70	22	8	0
Supporting learning	95	92	2006	7	21	47	13	15
	97	94	2004	0	44	33	18	5
Whole school activities	83	53	2006	18	52	21	4	4
	91	69	2004	5	90	0	4	2
General administration	85	60	2006	22	47	15	4	4
	91	77	2004	5	87	3	3	0

When asked to comment on the quality of their working life (table 66), in terms of managing their own time, the majority of staff responded positively (74 per cent, 2003: 70 per cent, 2006) but 61 per cent found it difficult to unwind at the end of a working day. Many staff wanted to reduce the hours they work (68 per cent). The teaching staff also reported a firm belief that they should be able to spend less time on clerical tasks and focus on teaching (96 per cent), which was unsurprisingly echoed in the primary and FE teachers.

Table 66: Quality of life (%)

	Strongly disagree / disagree			Agree / strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
I effectively manage my working time	26	4	-17 (-85)	74	70	-2 (-5)
I find it difficult to unwind at the end of a work day	42	39	-2 (-7)	59	61	1 (+3)
I want teachers to spend less time on clerical/ admin and more on teaching and learning	5	4	-1 (-20)	96	96	0 (0)
I feel that my work in this school is valued	15	37	19 (+147)	85	59	-14 (-31)
I am expected to do things that are not a part of my job	45	49	3 (+9)	55	47	-5 (-15)
I want to reduce the hours I work	25	27	2 (+9)	75	68	-4 (-9)
I feel unable to do things which I think should be a part of my job	38	63	18 (+66)	62	38	-15 (-39)

As with the support staff, tables 67 to 71 show a worrying decline in positive perceptions of leadership and management, organisational process, decision making and resource management. Where positives are recorded, it is in management of change and ICT supported areas such as record keeping.

Table 67: Leadership and management (%)

In this school there is....	Strongly disagree/disagree			Agree/ strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Clarity about its aims and purposes providing a clear sense of direction for staff	15	49	30 (+227)	85	49	-19 (-42)
Good leadership	19	50	26 (+163)	80	48	-18 (-40)
Good support for staff	30	49	15 (+63)	70	46	-14 (-34)
A good school image with parents and the community	15	27	10 (+80)	82	71	-6 (-13)
A collaborative approach within the staff	21	51	25 (+143)	75	50	-14 (-33)

Table 68: Change and development (%)

In this school there is....	Strongly disagree/ disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
An effective approach towards managing change	20	16	-3 (-20)	58	77	12 (+33)
A readiness to accept changes to the way work is carried out	20	9	-9 (-55)	60	83	14 (+38)
A strong culture of improvement	15	36	18 (+140)	62	60	-1 (-3)
A welcoming approach to external advice and support to bring about change	16	45	25 (+140)	61	50	-7 (-18)

Table 69: Organisational processes (%)

In this school there is....	Strongly disagree/ disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
A good process for deciding between priorities	35	48	10 (+37)	53	35	-12 (-34)
Open and reflective evaluation of its performance	25	40	12 (+60)	69	50	-11 (-28)
A good match between what people do and their skills	32	31	-1 (-3)	60	52	-5 (-13)
Good work in finding out the views of parents/students	25	27	2 (+8)	68	66	-1 (-3)

An effective strategy for record keeping	30	21	-7 (-30)	65	72	4 (+11)
An effective management strategy for teaching and learning using ICT	49	36	-9 (-27)	41	45	3 (+10)

Table 70: Decision making (%)

In this school there is....	Strongly disagree/disagree			Agree/ strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Appropriate delegation to staff at all levels	33	46	10 (+39)	58	46	-8 (-21)
Good communication and people are well informed	44	58	10 (+32)	53	41	-8 (-21)
Clarity in roles and responsibilities	32	38	5 (+19)	67	56	-7 (-16)
Joint planning between teachers and classroom/learning assistants	49	54	3 (+10)	38	39	1 (+3)

Table 71: Resource management (%)

In this school there is....	Strongly disagree/disagree			Agree/ strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Effective and efficient financial management	18	42	20 (+13)	63	46	-10 (-27)
A well designed and equitable timetable	32	30	-2 (-6)	62	67	3 (+8)
Appropriate class sizes for effective teaching and learning	45	47	1 (+4)	44	51	5 (+16)
An effective use of ICT in managing resources	35	25	-7 (-29)	39	64	18 (+64)

FE support staff questionnaires - descriptive analyses

Overview

Sixty one FE support staff responded to the questionnaires from across the three clusters, which is a reduction of 32 from the previous year. Of these 61, 33 per cent were male and 67 per cent were female. The age ranges of the staff are presented in table 72.

Table 72: Percentage responses by age group

Age Range	2003 %	2004 %	2005 %	2006%
Under 21	3	3	3	0
21-30	16	32	18	27
31-40	23	24	25	31
41-50	34	24	26	31
51-60	19	17	26	10
Over 60	4	1	2	0

The sample of staff included those who were new to FE (<one year, seven per cent; one to four years service, 48 per cent) and more experienced staff (five to 10 years service, 28 per cent; >11 years service, 17 per cent). Just as the sample was older overall this year, the proportion of more experienced staff (by the above definition) was more than the previous year. A large majority of the support staff workforce were employed on permanent rather than fixed term contracts (76 per cent versus 24 per cent respectively), as was the case last year. In addition to the predominant permanent trend, 93 per cent were working on a full time basis.

Attitudes to ICT

As for other groups, these staff were largely positive about the impact of ICT on their work. As competence has grown, the technology is seen to have a positive influence on workloads and concentration but fewer staff are certain about productivity gains.

Table 73: Support staff attitudes towards ICT (%)

	Strongly disagree/disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
I do not need to learn to use a computer	49	26	-15 (-47)	40	74	24 (+85)
I concentrate more when I work on the computer	38	0	-28 (0)	56	100	28 (+79)
My use of ICT makes me more productive	18	37	16 (+106)	75	63	-7 (-16)
Using ICT will reduce my workload	28	15	-10 (-46)	62	86	15 (+39)
My ICT skills are better than 12 months ago	25	11	-11 (-56)	67	89	13 (+33)

ICT availability

Ninety three per cent of FE support staff reported daily ICT use within the college, whilst daily and weekly use at home had grown from a low base at the start of the project and was now stable (47 per cent, 2003: 82 per cent, 2006). This is the one group for whom public library use is on a significant scale.

The majority of staff reported having adequate soft (92 per cent) and hardware (96 per cent) in college to meet their needs.

Table 74: Locations and frequency of computer use by support staff (%)

	This college			Other work place			Home			Public library		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
I do not use a computer here	10	0	-9 (0)	29	74	35 (+155)	24	0	-19 (0)	56	85	19 (+52)
I use a computer less than once a month	5	0	-5 (0)	6	4	-2 (-33)	5	7	2 (+40)	11	11	0 (0)
I use a computer at least once a month	4	0	-4 (0)	7	4	-3 (-43)	7	11	4 (+57)	3	0	-3 (0)
I use a computer at least once a week	6	7	1 (+17)	6	7	1 (+17)	21	30	7 (+43)	2	0	-2 (0)
I use a computer daily	63	93	18 (+48)	10	11	1 (+10)	26	52	21 (+100)	0.7	4	3 (+471)

ICT competencies and training

As could be expected given the findings from the previous questionnaires, staff competencies peaked for using communication software such as the internet, email and word processing, as was the case in previous years (table 75). Despite high levels of knowledge and use of the internet and email, figures were low for internet discussion boards and chat rooms, remaining at a similar level to those reported last year.

Table 75: FE support staff knowledge and use of ICT applications (%)

Knowledge				Use			
No skills	Low skills	Good skills	High level skills	Activity	No use	Infrequent use	Frequent use
0	7	41	52	1 Word processor	0	0	100
4	33	41	22	2 Database	15	48	37
4	15	52	30	3 Spreadsheet	7	34	59
4	7	56	33	4 Presentation software	15	60	26
11	22	55	11	5 Desktop publishing	33	55	11
44	11	41	4	6 Simulations, modelling tools or games	67	18	15
41	7	48	4	7 Administration and management software	44	37	19
15	8	51	26	8 CD-ROM / multimedia or other subject software	22	37	41
0	4	41	56	9 Search the internet / WWW	0	4	96
30	4	48	19	10 Creating web pages	44	22	34
37	4	37	22	11 Internet discussion boards or chat rooms	56	14	30
0	4	48	48	12 Email	0	0	100
0	7	48	44	13 Peripheral hardware eg scanner, printer	0	33	66
0	11	63	26	14 Digital camera	11	52	38
26	19	38	19	15 Interactive whiteboard or equivalent	30	48	22
33	33	22	11	16 Video conferencing	48	44	7
37	11	33	19	17 Authoring own multimedia or web resources	41	26	33
11	15	48	26	18 Virtual learning environment or other content management software	19	19	63
37	22	29	11	19 A programming or scripting language	48	22	30

More specialist applications such as programming or scripting, authoring multimedia resources and using simulation software predictably achieved low scores in terms of staff knowledge of how to use them, with equally high reports that these applications had never been used. Also predictable is the finding that

staff knowledge of an application translates into the frequency with which the application is used.

Table 76 presents a breakdown of the training that support staff had received for a range of applications. As in previous years, traditional applications such as word processing, spreadsheets and presentation software received most attention in terms of the amount and quality of training received. While the authoring software and VLE provided new foci for formal training, these staff are less likely to have contact with the college's MIS.

Table 76: Training received across applications (%)

	No training			Informal training			Formal training			Award bearing training		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Application packages	34	22	-9 (-35)	19	36	14 (+89)	21	17	-3 (19)	44	35	-6 (-20)
Peripheral hardware	54	30	-16 (-44)	16	47	27 (+194)	3	20	17 (+567)	6	10	4 (+67)
Authoring software	76	26	-28 (-66)	7	8	1 (+14)	2	20	18 (+900)	1	10	9 (+900)
Content management software (VLEs)	64	41	-14 (-36)	10	14	4 (+14)	5	26	20 (+420)	2	5	3 (+150)
MIS	34	41	5 (+21)	19	28	8 (+47)	21	15	-5 (-29)	44	5	-27 (-89)

Eighty four per cent of college support staff had been provided with laptops, which had increased by 65 per cent from 2003. In this final year of the project there was a large increase in the numbers of support staff stating that they received software for use at home (24 per cent, 2003: 85 per cent, 2006). Access to their college email (23 per cent, 2003: 96 per cent, 2006), their files (seven per cent, 2003: 33 per cent, 2006) and the college website (11 per cent, 2003: 72 per cent, 2006) from home had also improved. Alongside this increased resource level, help was readily available (46 per cent, 2003: 93 per cent, 2006). Help at home presented a more mixed picture: while 30 per cent of staff could usually get help at home, a further 56 per cent claimed there was never anyone who could help.

As in last year's sample, over two thirds of the FE support staff reported that their working week was between 31 to 40 hours each week (89 per cent), followed by four per cent who work 41 to 50 hours a week. The proportion of respondents in these categories differ from last year, in that a much greater number of full time staff than part time staff completed the questionnaire this year (93 per cent versus seven per cent).

Time spent in using ICT in general administration, closely followed by using ICT in supporting learning, accounted for substantially more staff time than other tasks (table 77). The significant administrative load raises questions about the low level of MIS training for this group.

Table 77: Allocation of staff time (%)

	0 %	1- 5 %	6- 10 %	11 - 15 %	16 - 20 %	21 - 30 %	31 - 40 %	41 - 50 %	51 - 60 %	61 - 70 %	71 - 80 %	81 - 90 %	91- 100 %
Using ICT in working directly with students	50	4	8	8	12	4	4	4	4	0	4	0	4
Using ICT in other student contact	89	0	0	0	4	0	8	0	0	0	0	0	0
Using ICT in supporting learning	39	4	8	0	4	15	4	8	4	0	4	0	12
Using ICT in whole college activities	27	12	23	15	12	0	0	0	4	0	0	0	8
Using ICT in general administration	19	12	19	12	15	0	8	0	0	0	0	0	15

The following section on quality of life within the colleges was completed by only two of the three colleges.

Where the secondary support and teaching staff had reduced positive perceptions on a range of quality of life indicators, the picture for FE support staff was more mixed. Increased numbers felt overworked but not undervalued (table 78). They also felt in control of their work.

Table 78: Quality of life (%)

In this college there is....	Strongly disagree/disagree			Agree/ strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
I effectively manage my working time	7	10	3 (+43)	51	90	26 (+76)
I find it difficult to unwind at the end of a work day	9	65	51 (+22)	30	25	-4 (-17)
I feel that my work in this college is valued	28	35	5 (+25)	29	60	24 (+107)
I am expected to do things that are not a part of my job	26	60	27(+131)	31	30	-1 (-3)
I want to reduce the hours I work	32	95	48 (+197)	25	0	-20 (0)
I feel unable to do things which I think should be a part of my job	15	5	-9 (-67)	44	95	35 (+116)

Support staff views about the college leadership were increasingly positive (see table 79). As were staff views on the management of change (table 80), organisational processes (table 81), decision making (table 82) and resource management (table 83).

These positive findings are in stark contrast to the picture within secondary schools. There may be a sample bias here in that this year's survey sample includes older more experienced staff, who might well play a more active part in their college.

Table 79: Leadership and management (%)

In this college there is....	Strongly disagree/disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Clarity about its aims and purposes providing a clear sense of direction	23	15	-7 (-35)	33	85	39 (+158)
Good leadership	25	10	-12 (-60)	30	80	38 (+167)
Good support for staff	18	25	6 (+39)	32	75	33 (+134)
A good college image with parents and the community	21	20	-1 (-5)	34	65	23 (+91)
A collaborative approach within the staff	23	15	-7 (-35)	33	85	39 (+158)

Table 80: Change and development (%)

In this college there is....	Strongly disagree/disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
An effective approach towards managing change	27	15	-9 (+44)	25	65	32 (+160)
A readiness to accept changes to the way work is carried out	22	30	7 (+36)	30	55	19 (+83)
A strong culture of improvement	18	25	6 (+39)	34	60	19 (+76)
A welcoming approach to external advice and support to bring about change	20	20	0 (0)	28	65	29 (+76)

Table 81: Organisational processes (%)

In this college there is....	Strongly disagree/disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
A good process for deciding between priorities	21	10	-9 (-52)	29	80	40 (+176)
Open and reflective evaluation of its performance	17	5	-10 (-71)	34	85	38 (+150)
A good match between what people do and their skills	17	10	-6 (-41)	30	75	35 (+150)
Good work in finding out the views of parents/students	20	25	4 (+25)	25	45	16 (+80)
An effective strategy for record keeping	21	10	-9 (-52)	29	80	40 (+176)

Table 82: Decision making (%)

In this college there is....	Strongly disagree/disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Appropriate delegation to staff at all levels	22	10	-10 (-55)	27	85	46 (+215)
Consultation with staff on key decisions	28	35	5 (+25)	23	60	30 (+161)
Clarity in roles and responsibilities	21	30	7 (+43)	30	65	27 (+117)
Joint planning between teachers and classroom/learning assistants	-	0	-	-	30	-

Table 83: Resource management (%)

In this college there is....	Strongly disagree/disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Effective and efficient financial management	19	25	5 (+32)	21	55	28 (+162)
A well designed and equitable timetable	17	0	-15 (0)	19	65	39 (+242)

FE teaching staff questionnaires - descriptive analyses

In total 29 teaching staff from the three clusters responded to the questionnaires. Of this 29, 66 per cent were female and 33 per cent male (2005, 43 per cent female 57 per cent male). The age ranges of the staff are presented in table 84.

Table 84: Percentage responses by age group

Age range	2003 %	2004 %	2005 %	2006 %
Under 21	4	0	0	0
21-30	25	12	11	4
31-40	35	36	13	52
41-50	33	28	45	37
51-60	3	21	32	7
Over 60	1	1	0	0

A majority of the tutors were experienced, having between five and 10 years (52 per cent) or over 11 years (11 per cent) of service. As was found for the FE support staff, the large majority of the teaching staff workforce were employed on permanent rather than fixed term contracts (85 per cent versus 15 per cent respectively), with 65 per cent working on a full time basis. These figures are relatively similar to those reported for last and the previous years' FE teaching staff, suggesting unsurprisingly that FE teachers tend to be employed on permanent, full time contracts.

Tutors were positive towards ICT (Table 85), the one negative note concerned the quality of training they had received. As for other groups, training on basic computer skills were not seen as a pressing need.

The most favourable outcome from this section was that teaching staff in colleges believed that the use of ICT would reduce their workload, to which responses had increased from 50 per cent in 2003 to 81 per cent in 2006.

Table 85: Teaching staff attitudes towards ICT (%)

	Strongly disagree / disagree			Agree / strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
My students would learn more from reading than working on the computer	58	89	20 (+53)	28	12	-13 (-57)
I do not need to learn to use a computer	70	66	-2 (-6)	22	34	10 (+55)
I concentrate more when I work on the computer	35	43	6 (+23)	54	58	3 (+7)
My use of ICT makes me more productive	19	12	-6 (-37)	74	88	8 (+19)
Using ICT will reduce my workload	44	19	-17 (-57)	50	81	21 (+62)
My ICT skills are better than they were 12 months ago	14	12	-2 (-14)	81	88	4 (+9)
The training I have received in ICT in the last 12 months has been good	58	89	20 (+53)	28	12	-13 (-57)

As in 2005, 100 per cent of teaching staff reported daily or weekly use at college (four per cent weekly, and 96 per cent daily). Daily use of a home computer has increased dramatically over the lifetime of the project (44 per cent 2003 to 81 per cent 2006).

Table 86: Locations and frequency of computer use by teaching staff (%)

	This college			Other work place			Home			Public library		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
I do not use a computer here	10	0	-9 (0)	30	73	33 (+143)	9	0	-8 (0)	45	69	17 (+53)
I use a computer less than once a month	1	0	-1 (0)	5	4	-1 (-20)	1	0	-1 (0)	19	12	-6 (-37)
I use a computer at least once a month	7	0	-7 (0)	6	0	-6 (0)	12	0	-11 (0)	4	12	8 (+200)
I use a computer at least once a week	9	4	-5 (-56)	7	12	5 (+71)	23	19	-3 (-17)	2	8	6 (+300)
I use a computer daily	68	96	17 (+141)	5	12	7 (+140)	44	81	26 (+84)	1	0	-1 (0)

The majority of staff reported having adequate soft and hardware in college to meet their needs, with 80 per cent cumulatively agreeing or strongly agreeing that the hardware is suitable and a further 80 per cent cumulatively agreeing that the software is suitable. Both of these figures had stayed roughly similar to those from 2005, which themselves had decreased from 2004.

As with the support staff findings and last year's teaching staff, this sample's competencies peaked for word processing, presentation software, and using email. Searching the internet also scored highly. Use of these applications mirrored staff knowledge.

The findings here reflected the findings from the support staff questionnaire and also the teaching staff last year, in the sense that more specialist applications such as programming or scripting, authoring multimedia resources and using simulation software achieved low scores in terms of staff knowledge of how to use them, with high reports that these applications had never been used (see table 87 for the full breakdown). Use of internet discussion boards and chat rooms was also low, with knowledge achieving slightly higher levels. This is similar to the findings of the FE support staff data.

Table 87: FE teaching staff knowledge and use of ICT applications (%)

Knowledge				Use			
No Skills	Low skills	Good skills	High level skills	Activity	Never use	Infrequent Use	Frequent Use
4	8	43	46	1 Word processor	12	0	88
8	42	23	27	2 Database	31	46	24
12	35	20	35	3 Spreadsheet	23	31	46
0	12	43	46	4 Presentation software	4	27	70
19	35	35	12	5 Desktop publishing	46	46	8
35	38	19	8	6 Simulations, modelling tools or games	39	46	15
23	12	54	12	7 Administration and management software	23	15	62
4	23	46	27	8 CD-ROM / multimedia or other subject software	15	35	50
0	12	47	42	9 Search the internet / WWW	0	19	81
50	27	12	12	10 Creating web pages	65	19	16
34	16	35	12	11 Internet discussion boards or chat rooms	58	31	12
0	0	65	35	12 Email	0	4	96
4	16	54	27	13 Peripheral hardware eg scanner, printer	8	4	89
0	20	46	35	14 Digital camera	12	27	61
0	40	24	36	15 Interactive whiteboard or equivalent	15	19	65
68	12	16	4	16 Video conferencing	81	8	12
52	24	24	12	17 Authoring own multimedia or web resources	54	27	19
16	4	48	32	18 Virtual learning environment or other content management	16	28	56

				software			
72	16	12	0	19 A programming or scripting language	81	19	0

Award bearing training at this level focuses on applications software, as for the support staff, but tutors were more likely to receive VLE and MIS training (table 88). With regards to MIS training, there had been a steady increase in the level of training that teaching staff had received over the course of the project, for the MIS in particular, with a rise in the number of staff who have completed formal MIS training (five per cent, 2003: 23 per cent, 2006).

Table 88: Training received across applications (%)

	No training			Informal training			Formal training			Award bearing training		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Application packages	9	9	0 (0)	23	46	19 (+100)	16	19	3 (+19)	16	27	9 (+69)
Peripheral hardware	48	5	-29 (-90)	17	73	48 (+329)	3	19	16 (+533)	9	5	-4 (-44)
Authoring software	83	46	-20 (-45)	3	45	41 (+1400)	2	9	7 (+350)	2	0	-2 (0)
Content management software (VLEs)	67	5	-37 (-93)	9	72	58 (+700)	6	23	16 (+283)	1	0	-1 (0)
MIS	54	27	-18 (-50)	17	50	28 (+194)	5	23	17 (+360)	1	0	-1 (0)

Ninety per cent of tutors had been given a laptop for home use by the college, but only 24 per cent of respondents stated that they either received additional computer hardware for use at home, or received financial support to buy it for home use. As with the FE support staff, provision of software for home use was high, with 86 per cent of FE tutors receiving software from their institution. Access to their college email (25 per cent, 2003: 86 per cent, 2006), their files (17 per cent, 2003: 57 per cent, 2006) and the college website (17 per cent, 2003: 81 per cent, 2006) from home had also improved. Alongside this, increased resource level help at college was readily available (49 per cent, 2003: 86 per cent, 2006). Help at home presented a more mixed picture: while 30 per cent of staff could usually get help at home, a further 56 per cent claimed there was never anyone who could help.

Table 89 presents the various roles tutors take during teaching. While the tutor remains the expert within the classroom, there are heartening signs of new ways of working, for example through presentational software and by facilitating student e-discussions and e-communication.

Table 89: Learning activities, student and tutor roles

	Never			Infrequently			Frequently			Most of the time		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
I am the main source of expertise about a topic. I use ICT to present new information and prepare resources	18	5	-11 (-72)	30	22	-6 (-27)	27	32	4 (+19)	22	42	16 (+91)
I guide students by demonstrating and modelling using ICT	33	0	-25 (0)	30	16	-11 (-47)	23	58	28 (+152)	9	26	16 (+189)
I engage the class in discussion, explanation and demonstration using ICT eg using an interactive whiteboard	53	5	-31 (-91)	25	16	-7 (-36)	15	37	19 (+147)	5	42	35 (+740)
I create structured tasks or problems that use ICT and circulate whilst students work.	41	11	-21 (-73)	23	42	15 (+83)	20	32	10 (+60)	9	16	6 (+78)
I use ICT to give hints, clues and feedback	44	16	-19 (-71)	32	32	0 (0)	12	32	18 (+167)	7	21	13 (+200)
I provide opportunities for students to work in pairs or groups, share their experiences and discuss alternative responses with each other when they work at the computer	38	11	0 (-79)	33	37	0 (+12)	18	32	0 (+78)	6	21	0 (+250)
I provide opportunities for students to share their experiences and discuss alternative responses using ICT within the classroom eg using email	52	11	-27 (-81)	28	47	15 (+68)	13	32	17 (+146)	3	11	8 (+267)

I provide opportunities for students to present their work to the whole class eg using an interactive whiteboard or other presentational technologies	57	11	-29 (-79)	31	42	8 (+35)	7	32	23 (+357)	1	16	15 (+1500)
I facilitate students in accessing resources or other sources of expertise outside the class eg using the internet	17	0	-15 (0)	30	32	2 (+7)	42	52	7 (+24)	9	16	6 (+78)
I facilitate students in using ICT to communicate with other students outside the classroom eg using email or the internet	42	26	-11 (-38)	33	47	11 (+42)	15	11	-3 (-27)	5	16	10 (+220)
I facilitate students in using a range of ICT resources to create their own project work over a number of weeks	25	0	-20 (0)	30	22	-6 (-27)	33	69	27 (+109)	8	11	3 (+38)

All tutors indicated that their students used ICT to help them learn about a topic, recall and report information (71 per cent, 2003: 100 per cent, 2006), and to collect, interpret, analyse and report data (79 per cent, 2004: 100 per cent, 2006). There has been a reported rise in the tutors who value ICT as a support for problem solving (49 per cent, 2003: 100 per cent, 2006) and learning practical skills through drill and practice (65 per cent, 2004: 100 per cent, 2006). While three quarters of staff valued the role of ICT in visualising and understand difficult ideas (49 per cent, 2003: 74 per cent, 2006) and 74 per cent of the FE teachers stated that students and teachers use ICT that helps them discuss, compose and respond to each others' ideas and viewpoints (40 per cent, 2003: 74 per cent, 2006), a substantial minority were unconvinced.

Tutors tended to focus on individual working (88 per cent) and the incidence of ICT supported group work is now less than in previous years (76 per cent, 2004: 63 per cent, 2006).

As for secondary staff, extrinsic motivation of grades and competition was acknowledged by some 42 per cent of tutors. Other motivations, including pride in their work (40 per cent, 2003: 74 per cent, 2006), and excitement generated by ICT (30 per cent, 2003: 68 per cent, 2006), were cited by a greater proportion of staff.

Tutors' responses to questions concerning student responsibility for their own learning (table 90) demonstrate that student autonomy was generally higher than in previous years. However, overall, as was found last year, teachers still appeared to be largely responsible for setting and evaluating students' learning goals, though students were becoming increasingly involved in the process.

Table 90: Student responsibility for their own learning with ICT (%)

	Never			Infrequent			Frequent			Most of the Time		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Teachers set the learning goals, design activities and assignments, monitor progress and grade assignments	7	5	-2 (-29)	22	5	-14 (-77)	27	63	28 (+133)	20	26	5 (+30)
Teachers discuss learning goals with student. Students select assignments from a range of options and share responsibility for monitoring progress	17	16	-1 (-6)	31	27	-3 (-13)	21	42	17 (+100)	9	16	6 (+78)
Students are involved in the process of setting learning goals and assignments. They set their own timelines and monitor their own progress	26	16	-8 (-38)	35	37	1 (+6)	15	42	23 (+180)	1	5	4 (+400)

The network with the highest levels of access across locations was the curriculum network. Of all locations listed, the classroom was the least likely to be networked (six per cent). Unsurprisingly the general office had the highest level of access to the management network and also the highest levels of reported access to all networks. The department office and staffroom also had high levels of access to all networks.

Table 91: Access to ICT applications and networks

Area	Network											
	All networks			Management network			Curriculum network			Not networked		
	04	06	Weighted (raw) % change 04-06	04	06	Weighted (raw) % change 04-06	04	06	Weighted (raw) % change 04-06	04	06	Weighted (raw) % change 04-06
General office	41	61	14 (+49)	10	22	11 (+120)	38	17	-15 (-55)	11	0	-10 (0)
Department office	41	61	14 (+49)	9	17	7 (+89)	42	22	-14 (-48)	9	0	-8 (0)
Your classroom(s)	46	50	3 (+9)	3	0	-3 (0)	47	44	-2 (-6)	5	6	1 (+20)
Staffroom	32	61	22 (+91)	10	17	6 (+70)	41	22	-13 (-46)	17	0	-15 (0)
Library	41	56	11 (+37)	5	6	1 (+20)	51	39	-8 (-24)	4	0	-4 (0)

Responses to resource levels within their college were overwhelmingly positive, although the many 'missing' responses from an already small sample size makes further interpretation unsound.

Responses to how long their working week was were mixed for the teaching staff, although they had remained very similar to the figures given by last year's FE teaching staff. Thirty per cent of teaching staff reported working 41 to 50 hours a week; 22 per cent stated 31 to 40 hours each week; 22 per cent stated 51 to 60 hours a week; and 11 per cent each stated 11 to 20 and 21 to 30 hours.

As with other teachers, staff are involved in a wide variety of roles (table 92) and ICT had a key role in relevant areas.

Table 92: Allocation of staff time (%)

	0%	1-20%	21-40%	41-60%	61-80%	81-100%
Using ICT in working directly with students	12	12	40	24	12	12
Using ICT in other student contact	24	59	6	6	6	0
Using ICT in supporting learning	6	42	12	24	6	12
Using ICT in whole college activities	24	48	12	18	0	0
Using ICT in general administration	24	48	12	6	6	6

As with the support staff questionnaire, tutors' perceptions on college life were recorded, and they too responded positively on quality of life (table 93), in contrast to their secondary peers. Although tables 94 to 98 all show improvement in the perception of their college, many of these gains are from a very low base. So only some 40 per cent agree that the management of their college is good (table 94). Similar levels of dissatisfaction were recorded for change management (table 95) organisational processes (table 96), decision making (table 97) and resource management (table 98).

Table 93: Quality of life (%)

In this college there is....	Strongly disagree/disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
I effectively manage my working time	13	20	6 (+54)	41	80	28 (+95)
I find it difficult to unwind at the end of a work day	19	20	1 (+5)	35	80	33 (+129)
I want teachers to spend less time on clerical and administrative work and more time on teaching and learning	5	10	5 (+100)	49	90	28 (+84)
I feel that my work in this school is valued	20	40	17 (+100)	34	60	19 (+76)
I am expected to do things that are not a part of my job	18	10	-7 (-44)	35	90	41 (+157)
I want to reduce the hours I work	16	20	3 (+25)	37	70	24 (+89)
I feel unable to do things which I think should be a part of my job	25	50	20 (+100)	30	40	8 (+33)
I enjoy my work most of the time	10	20	9 (+100)	46	70	16 (+52)

Table 94: Leadership and management (%)

In this college there is....	Strongly disagree/disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Clarity about its aims and purposes providing a clear sense of direction for staff	22	40	15 (+82)	29	40	9 (+38)
Good leadership	22	50	23 (+127)	30	60	23 (+100)
Good support for staff	22	40	15 (+82)	29	40	9 (+38)
A good school image with parents and the community	14	40	23 (+186)	30	40	8 (+33)
A collaborative approach within the staff	21	40	16 (+90)	32	40	6 (+25)

Table 95: Change and development (%)

In this college there is....	Strongly disagree/disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
An effective approach towards managing change	28	70	33 (+150)	22	20	-2 (-9)
A readiness to accept changes to the way work is carried out	19	60	34 (+216)	29	30	1 (+3)
A strong culture of improvement	15	20	4 (+33)	35	80	33 (+129)
A welcoming approach to external advice and support to bring about change	17	10	-6 (-41)	28	70	33 (+150)

Table 96: Organisational processes (%)

In this college there is....	Strongly disagree/disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
A good process for deciding between priorities	26	60	27 (+131)	14	20	5 (+43)
Open and reflective evaluation of its performance	18	40	19 (+122)	29	40	9 (+38)
A good match between what people do and their skills	21	60	32 (+186)	23	30	6 (+30)
Good work in finding out the views of parents/students	28	50	17 (+79)	19	40	18 (+111)
An effective strategy for record keeping	17	50	28 (+194)	34	30	-3 (-12)
An effective management strategy for teaching and learning using ICT	24	40	13 (+67)	22	60	31 (+173)

Table 97: Decision making (%)

In this college there is....	Strongly disagree/disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Appropriate delegation to staff at all levels	24	50	21 (+108)	18	40	19 (+122)
Good communication and people are well informed	26	60	27 (+131)	25	40	12 (+60)
Clarity in roles and responsibilities	28	50	17 (+79)	19	50	26 (+163)
Joint planning between teachers and classroom/learning assistants	19	20	1 (+5)	17	40	20 (+135)

Table 98: Resource management (%)

In this college there is....	Strongly disagree/disagree			Agree/strongly agree		
	03	06	Weighted (raw) % change 03-06	03	06	Weighted (raw) % change 03-06
Effective and efficient financial management	24	40	13 (+67)	20	40	17 (+100)
A well designed and equitable timetable	21	60	32 (+186)	25	40	12 (+60)
Appropriate class sizes for effective teaching and learning	26	30	3 (+15)	23	70	38 (+204)
An effective use of ICT in managing resources	20	50	25 (+150)	13	50	33 (+285)