

**SURVEY OF INFORMATION AND  
COMMUNICATIONS TECHNOLOGY  
IN SCHOOLS 2003**

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## Introduction

1. This Statistical Bulletin reports on a survey of Information and Communications Technology (ICT) provision and usage in schools in England as at the year end 31 March 2003. The figures for 2003, apart from those published in Statistical First Release 18/2003 Information and Communications Technology in Schools in England: 2003 are new and published for the first time. The figures for 2002 have been revised since publication in Statistical Bulletin 07/02 Survey of Information and Communications Technology in Schools 2002. The revised figures for 2002, apart from those published in Statistical First Release 18/2003 are also published for the first time. Figures for 2002 and 2003 and comparable figures for 1998-2001, where these are available, are shown in the tables.

2. The aim of this survey is to identify and illustrate progress in key aspects of ICT usage (including for teaching and learning, management and administration) by schools thereby providing information to inform policy development at national, regional and local level. In particular the surveys findings will be used to:

- *Measure progress towards ICT targets announced by the Prime Minister:*

*by 2004 computer to pupil ratio targets of 1: 8 in primary schools and 1: 5 in secondary schools.*

*by 2006 all schools connected to the Internet by Broadband.*

- *Inform understanding of the infrastructure required to meet the PSA Key Stage 3 ICT strategy target for 2007 (85% of 14 year olds achieving level 5 or above) and a range of other initiatives and programmes.*
- *Understand the extent to which different forms of ICT, are used in schools. This will inform the development of embedding ICT in teaching and learning.*

3. In May 2003, the Secretary of State for Education and Skills launched *Fulfilling the Potential*. This outlines future directions for ICT in schools and places them in the context of the Government's programme of reforms, citing the integration of ICT as an enabler to whole school development as well as higher standards of teaching and learning. The outcomes of this survey will help to inform the process (Copies of *Fulfilling the Potential* are available on [www.dfes.gov.uk/ictinschools](http://www.dfes.gov.uk/ictinschools)).

## KEY FIGURES

	Primary					Secondary					Special							
	1998	1999	2000	2001	2002	2003	1998	1999	2000	2001	2002	2003	1998	1999	2000	2001	2002	2003
<b>Expenditure on ICT</b>																		
average expenditure per school (£);	3,600	7,000	8,300	10,300	12,900	11,200	40,100	45,400	50,100	60,300	75,300	65,000	7,500	10,200	11,900	13,300	15,100	13,600
<i>LCL</i> <sup>1</sup>	..	..	..	..	12,200	10,700	..	..	..	..	72,300	62,500	..	..	..	..	14,200	12,700
<i>UCL</i> <sup>2</sup>	..	..	..	..	13,500	11,800	..	..	..	..	78,300	67,500	..	..	..	..	16,000	14,500
<b>Computers mainly used for teaching and learning in schools</b>																		
average number of pupils <sup>3</sup> per computer	17.6	13.4	12.6	11.8	10.1	7.9	8.7	8.4	7.9	7.1	6.5	5.4	4.5	3.7	3.7	3.2	3.4	3.0
<i>LCL</i> <sup>1</sup>	..	..	..	..	9.8	7.7	..	..	..	..	6.3	5.3	..	..	..	..	3.2	2.8
<i>UCL</i> <sup>2</sup>	..	..	..	..	10.4	8.0	..	..	..	..	6.6	5.5	..	..	..	..	3.6	3.1
average number of computers per school	13.3	16.1	17.8	20.7	24.9	28.6	100.9	101.3	112.6	127.7	159.0	192.7	18.5	21.0	21.3	24.8	28.2	31.3
<i>LCL</i> <sup>1</sup>	..	..	..	..	24.1	28.0	..	..	..	..	155.2	188.6	..	..	..	..	26.7	29.8
<i>UCL</i> <sup>2</sup>	..	..	..	..	25.7	29.3	..	..	..	..	162.7	196.7	..	..	..	..	29.6	32.8
<b>Percentage of schools connected to the Internet</b>	17	62	86	96	>99	>99	83	93	98	>99	>99	>99	31	60	92	97	>99	>99
<b>Staff confidence in the use of ICT</b>																		
percentage of teaching staff who feel confident to use ICT in their subject teaching	65	68	67	76	81	87	61	66	65	70	75	82	63	68	73	77	79	86
<i>LCL</i> <sup>1</sup>	..	..	..	..	79	85	..	..	..	..	74	81	..	..	..	..	77	85
<i>UCL</i> <sup>2</sup>	..	..	..	..	83	88	..	..	..	..	76	83	..	..	..	..	81	87
percentage of staff <sup>4</sup> who have received some training in the use of ICT equipment	90	92	82	80	95	95	85	88	75	65	85	87	89	92	85	75	88	93
<i>LCL</i> <sup>1</sup>	..	..	..	..	93	94	..	..	..	..	83	85	..	..	..	..	86	91
<i>UCL</i> <sup>2</sup>	..	..	..	..	96	96	..	..	..	..	86	88	..	..	..	..	91	94
percentage of staff <sup>5</sup> who have received updated training in the use of ICT in the past two years	45	46	60	72	91	85	36	39	49	53	76	73	46	45	66	66	85	83
<i>LCL</i> <sup>1</sup>	..	..	..	..	89	83	..	..	..	..	74	71	..	..	..	..	82	80
<i>UCL</i> <sup>2</sup>	..	..	..	..	93	87	..	..	..	..	78	75	..	..	..	..	88	85

.. not applicable.

<sup>1</sup> Lower 95% confidence limit.

<sup>2</sup> Upper 95% confidence limit.

<sup>3</sup> Full-time equivalent pupils.

<sup>4</sup> Includes school leaders and teachers.

<sup>5</sup> Includes support staff.

## KEY FACTS

### Expenditure on ICT

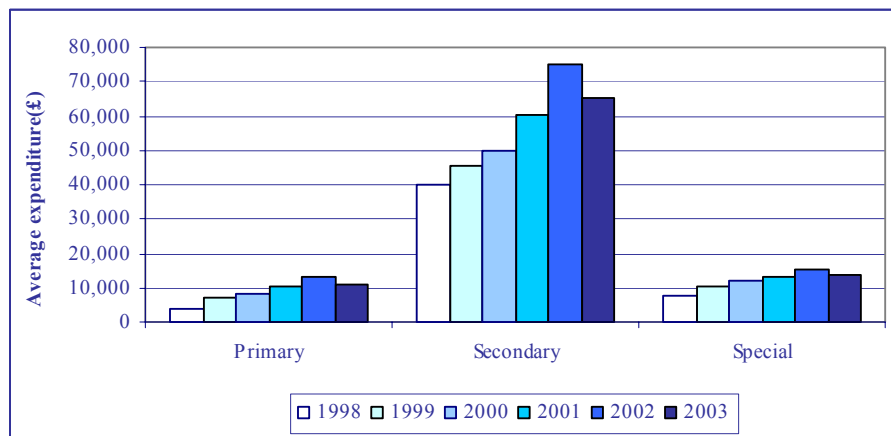


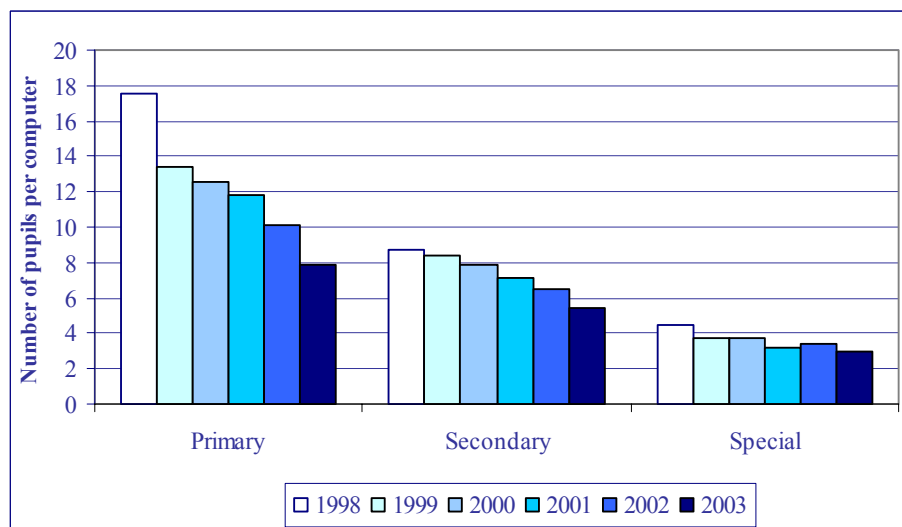
Chart 1: Average expenditure per school on ICT by type of school: 1998 -2003

The average expenditure on ICT per school:

- increased each year from 1998 to 2002 and then decreased in 2003 although it remained above the 2001 level for primary, secondary and special schools

See Section 4 for more details on expenditure.

### Number of pupils<sup>1</sup> per computer used for teaching and learning purposes

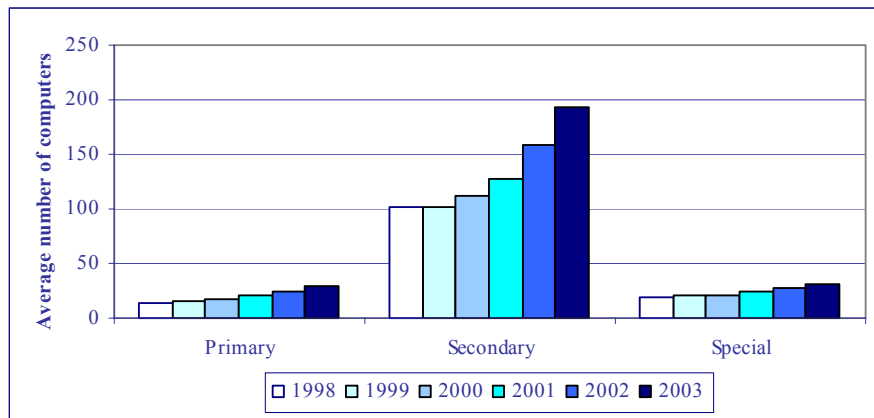


<sup>1</sup> Headcount of pupils

Chart 2: Average number of pupils per computer per school by type of school: 1998 -2003

- There were year on year reductions in the number of pupils per computer used for teaching and learning purposes from 1998 onwards for primary and secondary schools.

## Computers in Schools



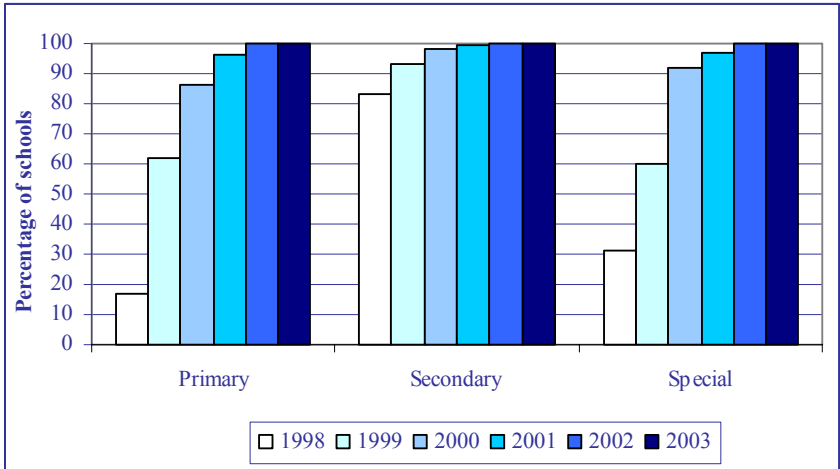
*Chart 3: Average number of computers used mainly or solely for teaching and learning purposes per school: 1998 – 2003*

The average number of computers used mainly or solely for teaching and learning purposes per school:

- increased each year from 1998 to 2003 for primary, secondary and special schools.

*See Section 1 for more information on numbers, ages and types of computers in schools.*

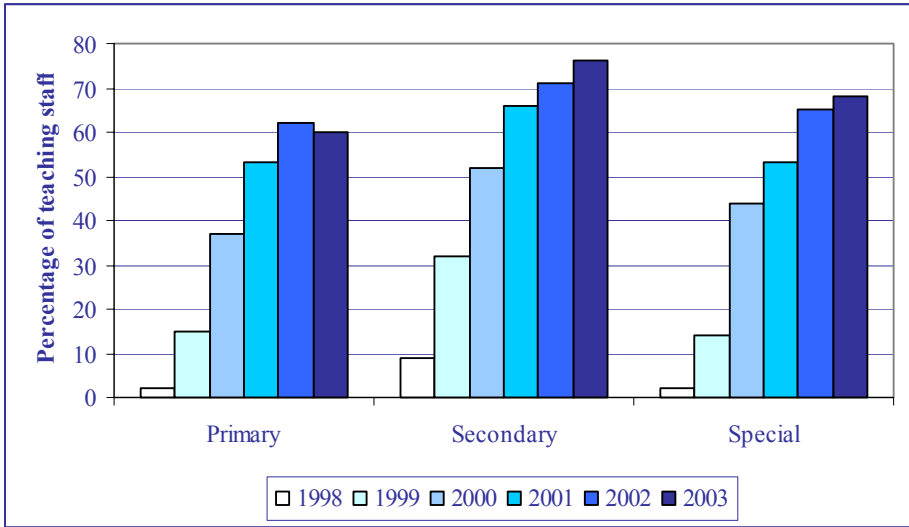
**Access to the Internet**



*Chart 4: Percentage of schools with access to the Internet: 1998-2003*

- Practically all schools are now connected to the Internet.

**E-mail accounts for teaching staff**



*Chart 5: Percentage of teaching staff with access to a personal e-mail account: 1998 – 2003*

- In secondary and special schools the percentage of teaching staff with a personal e-mail account has increased between 2002 and 2003 and in primary schools there has been a small decrease over the same time period.

*See Section 2 for more details on access to the Internet in schools and use of e-mail and Internet by teachers and pupils.*

**Teachers' confidence and staff training in the use of ICT**

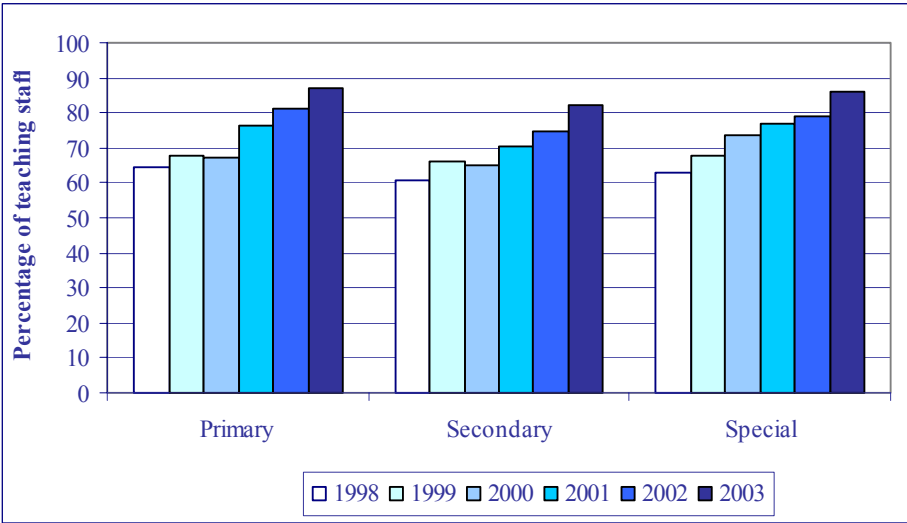


Chart 6: Percentage of teaching staff confident to use ICT in the curriculum: 1998-2003

- The percentage of teaching staff reported to be confident in using ICT in their subject teaching increased between 2002 and 2003 for primary, secondary and special schools.

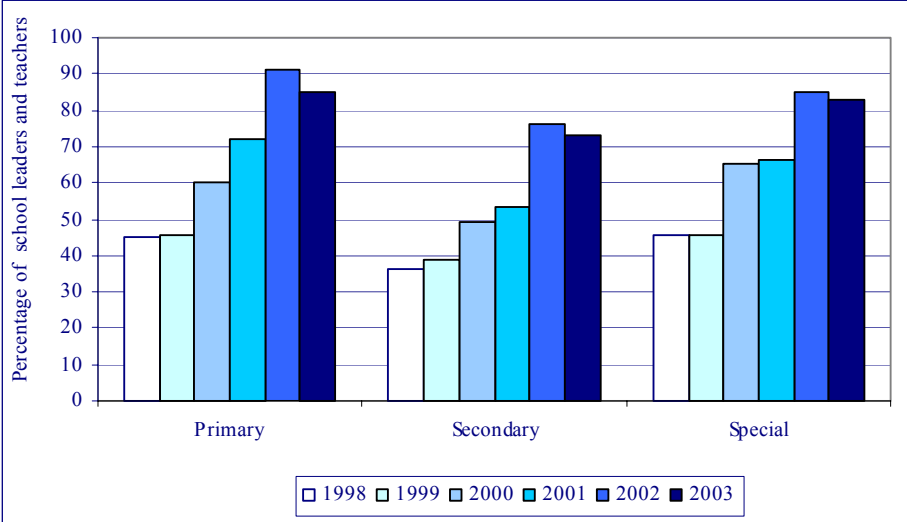


Chart 7: Percentage of school leaders and teaching staff who have received updated training in the past two years in the use of ICT: 1998-2003

- The percentage of school leaders and teaching staff who received updated training in the use of ICT in the past two years was higher in 2002 and 2003 than in 2001 and earlier years for primary, secondary and special schools.

See Section 3 for more details about teachers' confidence and staff training in the use of ICT and about the use and benefit of ICT within the curriculum.



**SECTION 1**

**COMPUTERS IN SCHOOL**

## Numbers and types of computers available

4. The number of pupils per computer used for teaching and learning purposes is used to measure progress towards the Prime Minister's targets for computer to pupil ratios. There have been year on year reductions in the number of pupils per computer from 1998 onwards to 7.9 for primary schools in 2003 and 5.4 for secondary schools. This suggests that the target for primary schools has already been met a year in advance of the 2004 target date and, if the trend continues, the target for secondary schools will be met in 2004. The figures for numbers of pupils per computer used for teaching and learning are shown in the key figures table.

5. **Table 1** shows that the average number of

computers used for teaching and learning per school increased between 2001 and 2002 and again between 2002 and 2003 for primary, secondary and special schools. These figures are also shown in the key figures table. The percentage of computers over three years old in primary and secondary schools remained much the same throughout the period 2001-2003 and lower than 2000 and earlier years. The number of computers over three years old increased in line with the increase in the total number of computers. Information on networks was collected for the first time in 2002. The percentage of computers that were networked increased from 57% to 66% between 2002 and 2003 for primary schools and from 48% to 61% for special schools and remained much the same for secondary schools, 87% in 2003.

**Table 1: Computers used mainly or solely for teaching and learning purposes  
1998-2003  
England**

	1998	1999	2000	2001	2002	2003
<b>Primary</b>						
Average number of computers per school	13.3	16.1	17.8	20.7	24.9	28.6
Of which:						
Percentage over 3 years old	64	52	46	37	39	41
Average number over 3 years old	8.5	8.4	8.2	7.7	9.8	11.7
Percentage networked	..	..	..	..	57	66
Average number networked	..	..	..	..	14.2	19.0
<b>Secondary</b>						
Average number of computers per school	100.9	101.3	112.6	127.7	159.0	192.7
Of which:						
Percentage over 3 years old	57	50	45	36	33	34
Average number over 3 years old	57.4	50.9	50.1	46.1	51.8	66.0
Percentage networked	..	..	..	..	86	87
Average number networked	..	..	..	..	136.8	168.2
<b>Special</b>						
Average number of computers per school	18.5	21.0	21.3	24.8	28.2	31.3
Of which:						
Percentage over 3 years old	58	51	44	43	48	47
Average number over 3 years old	10.7	10.7	9.4	10.7	13.5	14.6
Percentage networked	..	..	..	..	48	61
Average number networked	..	..	..	..	13.6	18.9

.. not available.

6. **Table 2** shows that the average number of computers used mainly or solely for management and administrative purposes per school increased between 2001 and 2002 and again between 2002 and 2003 for primary, secondary and special schools. The percentage of these computers that were over three years old remained much the same. The number of computers over three years old increased in line with the increase in the total number of computers. The percentage of computers that were networked decreased from 61% to 55% between 2002 and 2003 for primary schools, from 89% to 84% for secondary schools and from 65% to 59% for special schools.

7. **Table 3** shows the percentage of schools with networks by type of network connection. Information on wireless networks was collected for the first time in 2003. Of those schools with networks, 16 per cent of primary schools, 33 per cent of secondary schools and 15 per cent of special schools had either entirely or partly wireless networks.

8. **Table 4** shows the percentage of schools with combined and separate curriculum and administration networks. Information on combined and separate curriculum and administration networks was collected for the first time in 2003. Of those schools with curriculum and administration networks, 71 per cent of primary schools, 65 per cent of secondary schools and 70 per cent of special schools had separate curriculum and administration networks.

9. **Table 5** shows the percentage of schools with client-server and peer to peer curriculum networks. Information about curriculum, specifically curriculum, networks was collected for the first time in 2003. Of those schools with curriculum networks, 72 per cent of primary schools, 99 per cent of secondary schools and 78 per cent of special schools had client-server networks.

10. **Table 6** shows percentages of schools with network

connections throughout areas of the schools. Of those schools with networks, the percentage of schools with network connections to all as opposed to some or none of their classrooms, ICT suites, staff rooms, offices and library/study areas increased between 2002 and 2003 for primary, secondary and special schools. Percentages of schools with network connections to all of their ICT suites were highest at 88% for primary schools, 96% for secondary schools and 88% for special schools and second highest for offices at 75% in primary schools, library/study areas at 84% in secondary schools and offices (again) at 76% in special schools.

11. **Table 7** shows that the average numbers of laptops and desktops per school increased between 2002 and 2003. Information on desktop, laptop and palm top computers was collected for the first time in 2002. The average number of laptops per school increased from 3.6 in 2002 to 6.1 in 2003 for primary schools, 18.1 to 28.8 for secondary schools and 4.6 to 7.4 for special schools. The number of desktops increased too, the increase for secondary schools was from 163.5 in 2002 to 190.6 in 2003. The percentage of laptops over three years old decreased between 2002 and 2003 from 25% to 17% for primary schools, from 23% to 15% for secondary schools and from 31% to 21% for special schools.

12. **Table 8** shows that digital cameras were the most common peripheral available to schools, followed by digital projectors and electronic interactive whiteboards. Information on peripherals was collected for the first time in 2002. Almost all schools had digital cameras. The percentages of schools with digital projectors and whiteboards increased between 2002 and 2003. For digital projectors, the increase was from 30% to 43% for primary schools, 82% to 91% for secondary schools and 35% to 50% for special schools. Similarly, for whiteboards, the increase was from 28% to 48% for primary schools, 65% to 82% for secondary schools and 35% to 53% for special schools.

**Table 2: Computers used mainly or solely for management and administrative purposes  
1999-2003<sup>1</sup>  
England**

	1999	2000	2001	2002	2003
<b>Primary</b>					
Average number of computers per school	2.2	2.3	2.6	3.1	3.6
Of which:					
Percentage over 3 years old	33	27	29	29	27
Average number over 3 years old	0.7	0.6	0.7	0.9	1.0
Percentage networked	..	..	..	61	55
Average number networked	..	..	..	1.9	2.0
<b>Secondary</b>					
Average number of computers per school	13.1	15.5	18.4	23.0	27.2
Of which:					
Percentage over 3 years old	36	29	31	32	30
Average number over 3 years old	4.7	4.6	5.6	7.4	8.3
Percentage networked	..	..	..	89	84
Average number networked	..	..	..	20.4	22.8
<b>Special</b>					
Average number of computers per school	3.7	3.8	4.5	4.9	6.1
Of which:					
Percentage over 3 years old	31	29	27	29	27
Average number over 3 years old	1.2	1.1	1.2	1.4	1.6
Percentage networked	..	..	..	65	59
Average number networked	..	..	..	3.2	3.6

.. not available.

<sup>1</sup> Information was not collected for 1998.

**Table 3: Percentage of schools with wireless networks<sup>1</sup>  
2003  
England**

	Entirely wireless	Partly wireless	Neither
<b>Primary</b>	4	12	84
<b>Secondary</b>	1	32	67
<b>Special</b>	3	12	85

<sup>1</sup> Expressed as a percentage of schools with networks.

**Table 4: Percentage of schools with combined curriculum and administration networks<sup>1</sup>  
2003  
England**

	Combined	Separate
<b>Primary</b>	29	71
<b>Secondary</b>	35	65
<b>Special</b>	30	70

<sup>1</sup> Expressed as a percentage of schools with curriculum and administration networks.

**Table 5: Percentage of schools with client-server or peer to peer networks<sup>1</sup>  
2003  
England**

	Client-server network	Peer to peer network
<b>Primary</b>	72	28
<b>Secondary</b>	99	1
<b>Special</b>	78	22

<sup>1</sup> Expressed as a percentage of schools with curriculum networks.

**Table 6: Extent of networking in schools<sup>1</sup>**  
**2003**  
**England**

	All (%)		Some (%)		None (%)	
	2002	2003	2002	2003	2002	2003
<b>Primary</b>						
Classrooms	43	52	24	24	33	24
ICT suites	63	88	3	6	34	7
Staff rooms	19	33	2	5	79	62
Offices	67	75	14	12	19	13
Library/study areas	23	40	10	14	67	47
<b>Secondary</b>						
Classrooms	19	30	69	65	12	6
ICT suites	94	96	5	3	1	-
Staff rooms	64	73	20	18	15	9
Offices	62	72	34	27	4	-
Library/study areas	75	84	18	13	7	3
<b>Special</b>						
Classrooms	48	60	29	29	23	12
ICT suites	56	88	6	4	39	8
Staff rooms	31	43	7	13	62	44
Offices	67	76	23	18	11	6
Library/study areas	37	48	10	14	54	38

<sup>1</sup> Expressed as a percentage of schools with networks.  
- negligible (less than 0.05).

**Table 7: Number of computers by type of computer**  
**2002-2003**  
**England**

	Primary		Secondary		Special	
	2002	2003	2002	2003	2002	2003
Desktop computers:						
Average number per school	24.4	25.4	163.5	190.6	27.7	29.9
Percentage over 3 years old	40	44	34	37	47	48
Percentage networked	61	71	89	91	55	67
Laptop computers:						
Average number per school	3.6	6.1	18.1	28.8	4.6	7.4
Percentage over 3 years old	25	17	23	15	31	21
Percentage networked	19	27	40	50	19	29
Palmtop computers:						
Average number per school	-	0.1	0.3	0.4	0.1	0.1
Percentage over 3 years old	-	-	-	-	-	-
Percentage networked	-	-	-	-	-	-

- negligible (less than 0.05).

**Table 8: Peripherals available for ICT per school  
2002-2003  
England**

	Primary		Secondary		Special	
	2002	2003	2002	2003	2002	2003
ICT peripherals						
<i>Percentage of schools with digital cameras/digital video cameras</i>	92	97	99	98	98	99
Average number of units per school	1.6	2.1	4.5	6.4	4.3	5.6
<i>Percentage of schools with electronic interactive whiteboards</i>	28	48	65	82	35	53
Average number of units per school	0.4	1.0	2.1	4.3	0.6	1.3
<i>Percentage of schools with digital projectors</i>	30	43	82	91	35	50
Average number of units per school	0.4	0.6	2.4	4.1	0.5	0.7
<i>Percentage of schools with DVD players</i>	13	20	37	54	26	41
Average number of units per school	0.3	0.5	1.3	3.2	0.7	1.1
<i>Percentage of schools with video conference facilities</i>	7	7	27	33	10	12
Average number of units per school	0.2	0.1	0.4	0.6	0.2	0.2
<i>Percentage of schools with digital televisions</i>	3	4	6	9	4	8
Average number of units per school	0.1	0.1	0.1	0.6	0.2	0.3

**SECTION 2**

**INTERNET AND ELECTRONIC COMMUNICATIONS**



## Access to the Internet

13. **Table 9** shows that practically all schools were connected to the Internet. The percentage of schools connected to the Internet is also shown in the key figures table. Information on access to the Internet was collected for the first time in 2002. For secondary schools, the most common form of access was a broadband connection. For primary and special schools, the most common form of access was an ISDN2 connection.

14. The percentage of schools connected to the Internet via a broadband connection is used to measure progress towards the Prime Minister's broadband target (refer to paragraph 2 of the introduction). The percentage increased from 11% in 2002 to 27% in 2003 for primary schools, from 68% to 86% for secondary schools and 11% to 35% for special schools.

15. **Table 10** shows that the percentage of schools that had their own website for the years 1999 to 2003. The percentage of schools that

had their own website increased steadily from 1999 to 2003 to 57% for primary schools, 82% for secondary schools and 50% for special schools.

16. **Table 11** shows that almost all schools had measures in place to prevent access to undesirable materials on the Internet. By far the most common measure was a filtered Internet Service Provider.

17. **Table 12** shows that the percentages of school leaders, teaching staff and school support staff with an e-mail account (provided and funded by the school, LEA, Becta or DfES) increased between 2002 and 2003 in secondary and special schools. Information on email accounts was collected for the first time in 2002. School leaders and teaching staff were more likely to have e-mail accounts than school support staff. For 2003, the percentages were 78% for school leaders in primary schools, 60% for teaching staff and 34% for school support staff. The percentages for secondary schools were 86%, 76% and 62%. The percentages for special schools were 82%, 68% and 45%.

**Table 9: Computers connected to the Internet 2002-2003 England**

	Primary		Secondary		Special	
	2002	2003	2002	2003	2002	2003
Percentage of schools connected to the Internet:	>99	>99	>99	>99	>99	>99
Estimated number of schools connected to the Internet	18,000	17,900	3,400	3,400	1,100	1,100
Percentage of which access is by <sup>1</sup> :						
modem	9	7	1	1	7	5
ISDN2 line	77	62	28	9	77	54
ADSL, Cable Modem, satellite or other connections up to 2mbps	2	4	3	5	5	5
broadband connection (2 mbps or faster)	11	27	68	86	11	35
Percentage of computers per school connected to the Internet						
Teaching and learning	64.0	70.9	82.9	86.5	56.6	65.4
Management and administration	79.2	82.4	80.8	87.3	75.8	79.1

<sup>1</sup> Percentage of schools recording their principal means of Internet access.

**Table 10: School websites  
1999-2003<sup>1</sup>  
England**

	Primary					Secondary					Special				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Percentage of schools with own website	21	34	37	50	57	54	62	71	77	82	22	31	33	46	50
Estimated number of schools with own website	3,800	6,200	6,700	9,000	10,200	1,900	2,200	2,500	2,700	2,800	270	370	390	500	540

<sup>1</sup> Information was not collected for 1998.

**Table 11: Measures to prevent access to undesirable materials on the Internet<sup>1</sup>  
2002-2003  
England**

	Primary		Secondary		Special	
	2002	2003	2002	2003	2002	2003
Percentage of schools with measures in place	99	>99	>99	>99	98	99
Estimated number of schools with measures in place	17,700	17,800	3,400	3,400	1,100	1,100
Percentage of which use:						
a filtered Internet Service Provider	..	84	..	87	..	82
a walled garden	18	8	11	5	16	6
a filtering system (at school level) <sup>2</sup>	73	11	90	45	73	17
supervised access	47	40	42	35	50	47
other	6	4	11	7	8	7

<sup>1</sup> Figures based on schools with an internet connection.

<sup>2</sup> The figures for 2003 are not directly comparable with the 2002 estimate. The 2002 estimate may include a filtering system from the Internet Service Provider.

.. not available.

**Table 12: E-mail access in schools  
2002-2003  
England**

	Primary		Secondary		Special	
	2002	2003	2002	2003	2002	2003
Percentage with an e-mail account provided and funded by the school, LEA, Becta or DfES:						
school leaders	77	78	81	86	77	82
teaching staff	62	60	71	76	65	68
school support staff	32	34	55	62	38	45

**SECTION 3**

**STAFF CONFIDENCE AND USE OF ICT IN TEACHING**

### Teacher confidence and training

18. In the last two years the survey has been expanded to collect data on the use of ICT by school support staff as well as teaching staff and confidence and training in ICT of school support staff as well as teaching staff. The survey distinguishes between school leaders: heads, deputy heads and assistant heads, teaching staff and school support staff.

19. **Table 13** shows that the percentage of teachers i.e. school leaders and teaching staff, who are confident in using ICT in their subject teaching increased between 2001 and 2002 and again between 2002 and 2003 for primary, secondary and special schools. The 2003 percentages were 87% for primary schools, 82% for secondary schools and 86% for special schools. These percentages are also shown in the key figures table.

20. The percentage of teachers who have been trained in the use of ICT equipment was higher in 2002 and 2003 than 2001 and earlier years for primary, secondary and special schools. The 2003 percentages were 95% for primary schools, 87% for secondary schools and 93% for special schools. The percentage of teachers who have received updated training in the use of ICT in the last two years was also higher in 2002 and 2003 than in 2001 and earlier years for primary, secondary and special schools. The 2003 percentages were 85% for primary schools, 73% for secondary schools and 83% for special schools. Information on staff professional development needs for training was collected for the first time in 2003. The percentage of staff that have identified a professional development need for training in ICT with specific application to subject teaching was 31% in primary schools, 30% in secondary schools and 25% in special schools.

21. **Table 14** shows that most staff have access to a computer at home and teachers i.e. school leaders and teaching staff, are more likely to have access to a computer at home than school support staff. Secondary schools are more likely to have ICT facilities available for use by both pupils and the community out of school hours than primary and special schools.

### Use and benefit of ICT

22. **Table 15** shows that teachers made most substantial use of ICT in Information Technology and also Mathematics and English in primary schools, Design and Technology and Science in secondary schools and English and Mathematics (again) in special schools.

23. **Table 16** shows that the most substantial positive effects of ICT were in the same curriculum subjects as the most substantial use of ICT reported in the previous paragraph.

24. **Table 17** shows that 90 or more per cent of teaching staff in primary and special schools and more than 50 per cent in secondary schools use a computer on a regular basis i.e. at least once a week, for teaching. School leaders are more likely than teaching staff and support staff to use a computer on a regular basis for administration and also have a computer at school for their personal use.

25. **Table 18** shows that the majority of schools reported that ICT reduced teacher workload in terms of both 1) preparation/planning/assessment or record keeping, and 2) routine administrative and clerical tasks. Information on the extent to which ICT reduced teacher workload was collected for the first time in 2003.

**Table 13: Staff confidence in the use of ICT  
1998-2003  
England**

	Primary						Secondary						Special					
	1998	1999	2000	2001	2002	2003	1998	1999	2000	2001	2002	2003	1998	1999	2000	2001	2002	2003
Percentage of teaching staff <sup>1</sup> who feel confident to use ICT in their subject teaching	65	68	67	76	81	87	61	66	65	70	75	82	63	68	73	77	79	86
Percentage of teaching staff <sup>2</sup> who have received some training in the use of ICT equipment	90	92	82	80	95	95	85	88	75	65	85	87	89	92	85	75	88	93
Percentage of staff <sup>3</sup> who have received updated training in the use of ICT in the past two years	45	46	60	72	91	85	36	39	49	53	76	73	46	45	66	66	85	83
Percentage of staff <sup>3</sup> who have identified a professional development need for training in ICT for:																		
specific application to subject teaching	..	..	..	..	..	31	..	..	..	..	..	30	..	..	..	..	..	25
specific application to administrative tasks	..	..	..	..	..	18	..	..	..	..	..	19	..	..	..	..	..	16
general ICT skills	..	..	..	..	..	33	..	..	..	..	..	25	..	..	..	..	..	41
other	..	..	..	..	..	4	..	..	..	..	..	3	..	..	..	..	..	7

<sup>1</sup> Excludes school leaders.

<sup>2</sup> Includes school leaders and teachers

<sup>3</sup> Includes support staff

.. not available.

**Table 14: Access to ICT outside of school  
2002-2003  
England**

	Primary		Secondary		Special	
	2002	2003	2002	2003	2002	2003
Percentage of staff:						
with access to a computer at home:						
school leaders	95	98	95	97	96	97
teaching staff	91	93	80	85	91	94
support staff	71	74	58	65	64	70
Percentage of schools;						
with arrangements to loan computers to pupils and/or staff	39	44	48	56	51	56
offering a computer leasing scheme to pupils and/or staff	1	1	5	4	1	2
whose ICT facilities are available for pupil use out of school hours	41	40	89	92	35	33
whose ICT facilities are available for community use out of school hours	15	18	50	53	6	7

**Table 15: Use of ICT in areas of the curriculum  
2002-2003  
England**

Amount of use:	2002			2003		
	Substantial (%)	Some (%)	Little/None (%)	Substantial (%)	Some (%)	Little/None (%)
<b>Primary</b>						
Art	9	74	17	12	68	20
Citizenship	..	..	..	1	27	72
Design and technology	4	45	50	3	57	39
English	59	41	1	60	40	-
Geography	8	70	22	14	75	12
History	11	71	18	18	72	10
Humanities	4	38	58	6	47	47
Information technology	90	9	1	91	9	1
Mathematics	40	56	4	47	51	2
Modern foreign languages	1	4	96	1	4	95
Music	2	34	64	2	45	52
Physical education	-	3	97	-	4	96
Religious education	1	36	63	3	49	48
Science	17	75	8	24	71	5
<b>Secondary</b>						
Art	13	60	27	17	63	20
Citizenship	..	..	..	4	50	46
Design and technology	54	42	3	62	35	3
English	16	64	19	19	69	12
Geography	20	65	15	22	66	12
History	11	61	28	15	65	20
Humanities	6	44	50	10	52	38
Information technology	98	1	1	99	1	-
Mathematics	24	59	17	31	57	11
Modern foreign languages	17	57	26	20	60	20
Music	23	48	29	24	51	25
Physical education	2	31	67	3	38	59
Religious education	5	50	45	6	55	38
Science	33	61	6	41	54	4
<b>Special</b>						
Art	13	59	28	14	64	22
Citizenship	..	..	..	5	53	42
Design and technology	11	52	36	16	57	27
English	61	34	5	59	39	2
Geography	8	59	33	9	70	21
History	9	56	35	11	65	24
Humanities	6	47	48	6	51	43
Information technology	92	6	2	91	7	2
Mathematics	42	52	6	47	47	6
Modern foreign languages	6	30	64	7	34	60
Music	7	41	52	11	48	41
Physical education	1	12	87	1	11	87
Religious education	3	43	54	4	47	49
Science	20	64	16	25	66	9

- negligible (less than 0.05).

.. not available.



**Table 16: Positive effect of ICT in areas of the curriculum  
2002-2003  
England**

Positive effect	2002			2003		
	Substantial (%)	Some (%)	Little/None (%)	Substantial (%)	Some (%)	Little/None (%)
<b>Primary</b>						
Art	9	66	25	15	59	26
Citizenship	..	..	..	2	29	68
Design and technology	5	46	49	7	51	41
English	45	52	3	57	40	3
Geography	12	63	25	21	63	16
History	14	65	20	23	62	14
Humanities	4	38	58	8	43	50
Information technology	85	13	2	86	12	2
Mathematics	36	58	6	49	47	3
Modern foreign languages	1	4	95	1	5	94
Music	3	33	63	5	40	55
Physical education	1	6	93	1	7	93
Religious education	3	34	63	5	45	50
Science	18	69	13	27	66	7
<b>Secondary</b>						
Art	19	56	24	24	56	20
Citizenship	..	..	..	7	44	49
Design and technology	50	44	5	64	32	4
English	17	65	18	24	63	13
Geography	25	59	15	29	61	10
History	13	62	24	21	61	17
Humanities	7	45	47	12	48	40
Information technology	95	3	1	97	2	1
Mathematics	26	57	16	39	49	11
Modern foreign languages	19	55	26	28	54	18
Music	25	49	26	30	47	23
Physical education	5	33	61	9	36	55
Religious education	9	48	42	10	53	36
Science	34	58	8	45	49	6
<b>Special</b>						
Art	18	56	26	21	58	21
Citizenship	..	..	..	7	52	41
Design and technology	18	48	34	20	52	28
English	58	38	3	60	38	2
Geography	15	52	33	15	61	24
History	15	49	36	15	60	25
Humanities	9	42	49	9	47	44
Information technology	88	10	3	89	10	1
Mathematics	45	46	9	53	42	5
Modern foreign languages	9	29	63	11	31	58
Music	14	40	46	15	46	39
Physical education	4	14	82	3	14	83
Religious education	6	40	53	7	44	48
Science	25	56	19	28	62	10

.. not available.

**Table 17: Staff ICT usage  
2002-2003  
England**

	Primary		Secondary		Special	
	2002	2003	2002	2003	2002	2003
Percentage of staff:						
using a computer on a regular basis for:						
teaching						
school leaders	62	67	51	53	55	58
teaching staff	94	95	56	57	90	90
support staff	44	51	18	20	53	57
administration						
school leaders	84	87	91	90	90	89
teaching staff	59	53	58	55	75	68
support staff	25	28	54	57	28	29
other purposes						
school leaders	61	55	59	50	63	50
teaching staff	56	48	45	34	55	44
support staff	32	27	35	27	39	30
with a computer at school for their personal use						
school leaders	63	80	87	85	73	83
teaching staff	20	33	23	33	26	36
support staff	11	12	28	28	9	8

**Table 18: ICT and teacher workloads  
2003  
England**

	Substantial (%)	Some (%)	None (%)
<b>Primary</b>			
in terms of preparation / planning / assessment or record keeping	14	67	19
in terms of routine administrative and clerical tasks	13	63	24
<b>Secondary</b>			
in terms of preparation / planning / assessment or record keeping	11	70	19
in terms of routine administrative and clerical tasks	17	66	17
<b>Special</b>			
in terms of preparation / planning / assessment or record keeping	14	62	24
in terms of routine administrative and clerical tasks	15	60	26

**SECTION 4**

**EXPENDITURE ON ICT IN SCHOOLS**

**TECHNICAL SUPPORT**

**MANAGEMENT INFORMATION SYSTEMS**

## Expenditure in ICT

26. **Table 19** shows the average expenditure per school increased each year from 1998 to 2002 and then decreased in 2003 although it remained above the 2001 level. The average expenditure per school is also shown in the key figures table. Total expenditure figures and expenditure per pupil figures follow the same pattern. Expenditure per pupil by special schools was higher than primary and secondary schools.

27. **Table 20** shows that the most common source of technical support for primary and

special schools was their Local Education Authority. For secondary schools, the most common source of technical support was the school's own ICT support staff.

28. **Table 21** shows that the majority of schools used their own Management Information System (MIS) for personnel purposes. The majority of primary and secondary schools used their MIS for recording assessment, analysis, key stage entry and attendance. Many secondary schools also used their MIS for exam entry.

**Table 19: Expenditure on ICT in schools by type of school 1998-2003**  
England

	1998	1999	2000	2001	2002 <sup>1</sup>	2003 <sup>2</sup>
<b>Primary</b>						
Number of schools	18,300	18,200	18,200	18,100	18,000	17,900
Total expenditure (£m)	68	125	150	186	231	201
Average expenditure per school (£)	3,600	7,000	8,300	10,300	12,900	11,200
Average expenditure per pupil <sup>3</sup> (£)	15	32	37	42	59	56
<b>Secondary</b>						
Number of schools	3,600	3,600	3,600	3,500	3,500	3,400
Total expenditure (£m)	143	161	177	210	260	223
Average expenditure per school (£)	40,100	45,400	50,100	60,300	75,300	65,000
Average expenditure per pupil <sup>3</sup> (£)	46	53	56	66	81	69
<b>Special</b>						
Number of schools	1,100	1,100	1,100	1,100	1,100	1,100
Total expenditure (£m)	9	12	15	15	17	15
Average expenditure per school (£)	7,500	10,200	11,900	13,300	15,100	13,600
Average expenditure per pupil <sup>3</sup> (£)	91	132	154	166	333	259

<sup>1</sup> Schools were encouraged to record categories of expenditure as well as total expenditure.

<sup>2</sup> Schools recorded total expenditure only.

<sup>3</sup> Headcount of pupils.

**Table 20: Main sources of technical support  
2002-2003  
England**

	Primary		Secondary		Special	
	2002	2003	2002	2003	2002	2003
Percentage of schools with the following sources of technical support <sup>1</sup> :						
their LEA	73	69	50	51	71	63
another external service supplier	40	40	45	42	38	43
another schools or FE college	8	11	4	2	5	7
their own ICT support staff	27	29	88	92	51	49
their own teaching staff	52	46	45	38	50	51
other sources	14	12	8	6	12	11

<sup>1</sup> Schools may record more than one source of technical support.

**Table 21: Uses of schools' Management Information Systems (MIS)  
2002-03  
England**

	Primary		Secondary		Special	
	2002	2003	2002	2003	2002	2003
Percentage of schools using their MIS for:						
recording assessment	71	75	77	75	38	39
analysis	51	58	66	66	35	37
key stage entry	75	81	77	76	41	40
attendance	58	66	73	79	52	52
personnel	70	74	86	87	77	78
reports for parents	22	18	40	35	22	18
importing data from other schools	44	..	67	..	29	..
exam entry	11	12	84	86	7	7
other	25	28	38	41	39	46

.. not available.

## SURVEY METHODOLOGY

## **Introduction**

29. The ICT in Schools Survey collects data on the availability and use of ICT from maintained primary, secondary and special schools in England. For 2003, the survey collected data on the position at 31 March 2003 or, in the case of expenditure on ICT, the financial year 2002-2003. For 2002 and earlier years, the survey collected similar data. The data collection forms for 2002 and 2003 are shown in the Annexes.

30. The figures for 2003, apart from those published in Statistical First Release 18/2003 Information and Communications Technology in Schools in England: 2003 are new and published for the first time. The figures for 2002 have been revised since publication in Statistical Bulletin 07/02 Survey of Information and Communications Technology in Schools 2002. The revised figures for 2002, apart from those published in Statistical First Release 18/2003 are published for the first time. Figures for 2002 and 2003 and comparable figures for 1998-2001, where these are available, are shown in the tables.

## **Survey design and sample**

31. The ICT in Schools Survey is a sample survey. The sample is a stratified random sample with maintained primary, secondary and special schools selected from Government Office regions and (pre-determined) school size bands.

32. Participation is voluntary. For 2003, questionnaires were sent to a total of 1,700 primary schools, 1,800 secondary schools and 730 special schools. Completed questionnaires were returned by 930 primary schools, 810 secondary schools and 420 special schools. Response rates were 55%, 45% and 58% for primary, secondary and special schools respectively. For 2002, questionnaires were sent to 1,200 primary schools, 1,100 secondary schools and 500 special schools. Completed questionnaires were received from 840 primary schools, 790 secondary and 360 special schools. Response rates were around 70% of schools.

## **Data validation and error correction**

33. Returns from schools were checked for validity in terms of a set of validation rules designed to detect inconsistencies and discrepancies. Schools were asked to check

any invalid data and correct any errors.

## **Annual Schools Census**

34. Information on numbers of schools and pupils from the Department's Annual Schools Census was used to define the school size bands used in the survey design and to derive computer to pupil ratios from the sample and estimates of totals over all schools.

## **Estimates**

35. Weighted estimates were derived from the data returned by schools; the weights were the numbers of schools in the Government Office regions and school size bands. The weighted estimates are shown in the tables.

## **Statistical sampling error**

36. Statistical sampling error arises because a sample of schools has been selected from the population. It is helpful to know the extent of the sampling error when interpreting the figures, particularly when there are only small differences between figures. Small differences may arise entirely because of sampling error. The confidence limits reflect the sampling error. There is a probability of 0.95 that the 95% confidence interval, which is the difference between the upper and lower confidence limits, contains the true value.

## **Confidence Limits**

37. For the key figures, weighted estimates and 95% confidence limits for 2002 and 2003 are shown in the key figures table. For each key figure, there is a probability of 0.95 that the 95% confidence interval, which is the difference between the upper and lower confidence limits, contains the true value.

38. For example, for primary schools in 2003, the estimate of the number of computers used for teaching and learning per school was 28.6. We can be confident that the range 28.0 to 29.3 will contain the true value of the number of computers used for teaching and learning per school because the 95% confidence limits are 28.0 and 29.3. Our confidence derives from the 95% probability that this range covers the true value.



## **Related Information**

39. Information about attainment in non-core Key Stage subjects including ICT was published in a Statistical First Release (SFR) in August 2003. GCSE examinations in ICT were published in the SFR 'GCSE/GNVQ Examination Results for Young People in England, 2002/2003 (Provisional)' on 8 October 2003. These and related publications from previous years can be found on the DfES website [www.dfes.gov.uk/rsgateway](http://www.dfes.gov.uk/rsgateway).

# Information and Communications Technology in Schools Survey: year end 31 March 2002: Maintained Primary, Secondary and Special Schools

1

## DfES School Number

LEA Code <sup>2</sup>         Etab Code <sup>3</sup>

LEA Name <sup>4</sup>

School Name <sup>5</sup>

## School Contact Name *(for enquiries)*

<sup>6</sup>

## School Contact E-mail Address *(if applicable)*

<sup>7</sup>

## School Telephone Number *(including STD code)*

<sup>8</sup>

## School Fax Number

<sup>9</sup>

## Overview

Since 1998 the Government has invested over £1 billion in the National Grid for Learning (NGfL) Programme; a further £1 billion is being invested in the period up to 2004. The ICT in Schools survey is the Department for Education and Skills' main instrument for measuring the impact of this investment and for informing future policy.

The 2002 survey is particularly important as it will inform progress towards the NGfL targets for 2002. The scope of this year's survey has also been updated to reflect the importance of ICT to the Transforming Secondary Education and Transforming the School Workforce programmes, as well as new initiatives such as Curriculum Online.

Information derived from this survey will be published in a Statistical First Release in August and a Statistical Bulletin in October; these publications will also be placed on the Department's website [www.dfes.gov.uk/statistics/](http://www.dfes.gov.uk/statistics/).

**Completion Time:** We estimate that it will normally take up to one hour to complete this questionnaire.

Please complete and return this questionnaire by 10th June 2002 as detailed on the back page.

## Data Collection



Management and Finance

## Headteachers or ICT Co-ordinator

Status: Voluntary

Action by: 10 June 2002

Date of Issue:  
May 2002

Ref: DfES/0421/2002

Excellence  
in schools

### General Notes:

- All data will be treated confidentially and there will be no effect on individual schools.
- answer all the questions.
- numbers should be entered to the right. If more boxes have been provided than you need, do not enter leading zeros e.g. 99 should be entered in a three-digit box as follows:
- **where numbers are required, enter "0" if nil.**
- no boxes should be left blank.
- ICT refers to the provision in schools of information and communications technology for the purposes of teaching, learning and administration.
- please use capital letters where text is applicable.

	9	9
--	---	---

### Validation:

We will check that you have completed all of the answers and that they are broadly comparable with answers from other schools. The purpose of these checks is to highlight any missing or unusual data. Please keep a copy of your completed form as we may contact you about any such data.

We will use data on pupil and teacher numbers from the Annual Schools' Census to help us to interpret any data returned by your school using this questionnaire.

**If you require any further assistance then please contact our Survey Helpline on 01325 392626.**

### Definitions:

#### Section 1: Computers and Peripherals

- **Network** refers to the linking of computers in a building or across a campus. In a '**client-server**' arrangement, a central computer (the server) is dedicated to providing other computers on the network (the clients) with access to applications, file-sharing and peripherals. A '**peer-to-peer**' network does not have a dedicated central server.

#### Section 2: Computer Use

- **Walled Garden** - is a service that limits Internet access, offering subscribers access only to pre-selected websites.

#### Section 3: School Leaders, Teaching Staff and School Support Staff

##### School Leaders

- **Include** Heads, Deputy Heads and Assistant Heads.

##### Teaching Staff

- **Include** Teachers on short-term paid absence (e.g. maternity leave/sick leave/secondment) for less than 1 term and relief teachers providing cover for long-term paid absence.

##### School Support Staff

- **Do not include** any premises related staff such as caretakers, canteen staff/or lunchtime supervisors.
- **Do not include** any unpaid or voluntary work.
- **Include** Nursing and Medical Staff, Special Needs Support Staff, Minority Ethnic Pupils Support Staff, Nursery Assistants, Librarians, Laboratory Assistants, Design Technology Assistants, ICT Technicians, Home Economics and Craft Technicians.
- **Include** Administrative Officers, Secretaries, Bursars or other Admin/Clerical Staff.

#### Section 4: Finance

- **Include** expenditure on teaching, learning, management and administration.

## Section 1: Computers and Peripherals

- 1.** **DO NOT** include any permanently broken equipment for which you have no compatible software or any items privately owned by staff or pupils.

Please only include here Desktops, Laptops and Palmtops as defined below.

- **Desktops** are computers that are not designed to be readily portable and which, when in use, need a table or a desk.
- **Laptops** are fully functional portable computers that can run the same range of software as the equivalent desktop. They are usually about A4 size.
- **Palmtops** are computers that can be easily held in one hand. They are usually less than A5 size.

- a. Number of computers available in your school for teaching, learning, management and administration purposes.

	TOTAL number in school	Of the TOTAL number in school, how many are over 3 years old?	Of the TOTAL number in school, how many are networked?
• Desktop	10 <input type="text"/>	11 <input type="text"/>	12 <input type="text"/>
• Laptop	13 <input type="text"/>	14 <input type="text"/>	15 <input type="text"/>
• Palmtop	16 <input type="text"/>	17 <input type="text"/>	18 <input type="text"/>
<b>TOTAL</b>	19 <input type="text"/>	20 <input type="text"/>	21 <input type="text"/>

- b. Of the computers recorded in 1a, how many are used solely or mainly for management and administration purposes?

22 <input type="text"/>	23 <input type="text"/>	24 <input type="text"/>
-------------------------	-------------------------	-------------------------

If you have no networked computers please go directly to Question 2.

- c. (i) What areas of the school are connected to the network?

Classrooms	25 <input type="text"/>
ICT suites	26 <input type="text"/>
Staff Rooms	27 <input type="text"/>
Offices	28 <input type="text"/>
Library/Study Areas	29 <input type="text"/>

Please enter a code:

1 = All

2 = Some

3 = None

4 = Not Applicable

e.g. Classrooms

ICT Suites

denotes that 'Some' classrooms and 'All' ICT Suites are connected to the network.

(Please tick one box only)

- (ii) What type of network does the school have?  
(See Completion Notes for definitions)

Client-Server

30

Peer-to-Peer

31

## Section 1 (Continued): Computers and Peripherals

2. How many of the following ICT peripherals are available in your school?

- digital cameras/digital video cameras?

32

- electronic interactive whiteboards?

33

- digital projectors? *(Do not include projectors used as part of an electronic whiteboard set-up)*

34

- DVD players?

35

- video-conference facilities? *(Include all facilities)*

36

- digital televisions?

37

## Section 2: Computer use.

3. a. Is your school connected to the Internet? *(Please tick where applicable)*

Yes  
38

No  
39

If no, please go to question 5.

b. How many of the school's computers are connected to the Internet?

40

c. Of the computers recorded in 3b, how many are used solely or mainly for 'management and administration' purposes?

41

d. What is the principal means of Internet access? *(if more than one box applies, please tick the one relating to the fastest connection)*

*(Please tick one box only)*

- a modem

42

- an ISDN2 line

43

- ADSL or Cable Modem (512kbps)

44

- a broadband connection (2 mbps or faster)

45

e. Does your school have its own website? *(Please tick where applicable)*

Yes  
46

No  
47

## Section 2: Computer use (continued).

- 4.** Does the school have measures in place to prevent access to undesirable materials on the Internet?  
(please tick where applicable)

(If YES please specify)

- A walled garden  
(See Completion Notes)
- A filtering system
- Supervised access
- Other

Yes

48

No

49

Please go directly to Section 2, question 5.

50

51

52

53

(If other please specify)

54

- 5.** For each area of the curriculum enter a code in each of (i) and (ii) to indicate:

- Art
- Design and technology
- English
- Geography
- History
- Humanities
- Information technology
- Mathematics
- Modern foreign languages
- Music
- Physical education
- Religious education
- Science

(i) the extent that ICT is used in that area

55

57

59

61

63

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(ii) how much has ICT had a positive effect on teaching in each of those subjects.

56

58

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76

78

80

Please enter a code in (i) and (ii) for each course as follows:

1 = Substantial

2 = Some

3 = Little/None

4 = Not applicable

e.g.

Art (i)  (ii)

denotes 'Substantial' use of ICT in Art and 'Some' positive effect on Art teaching.

## Section 2: Computer use (continued).

### 6. Please tick where applicable

- a. How many pupils have a computer at home? (If actual figures are not easily available, please use approximate figures). 81     OR Don't Know  
82
- b. Does your school have arrangements to loan computers to pupils and/or staff? 83  Yes 84  No
- c. Does your school offer a leasing scheme to promote personal ownership of computers by pupils and/or staff? 85  Yes 86  No
- d. Are your school's ICT facilities available during out-of-school hours for
- (i) pupil use? 87  Yes 88  No
- (ii) use by the local community? 89  Yes 90  No

### 7. STAFF

- a. How many staff have an e-mail account provided and funded by the school, LEA, Becta or DfES (*i.e. not private email*)? **(If none, please enter '0' and go straight to question 7b.)**
- |    | School Leaders<br>(See Completion Notes)                       | Teaching Staff<br>(See Completion Notes)                          | School Support Staff<br>(See Completion Notes)                    |
|----|--|---|---|
| 91 | <input type="text"/> <input type="text"/> <input type="text"/> | 92 <input type="text"/> <input type="text"/> <input type="text"/> | 93 <input type="text"/> <input type="text"/> <input type="text"/> |

### PUPILS

- b. How many pupils have an e-mail account provided and funded by the school, LEA, Becta or DfES (*i.e. not private email*)? 94
- c. Of those identified in 7b, how many have access to a **shared class/school** e-mail account? 95
- d. Of those identified in 7b, how many have access to a personal e-mail account? 96

### Section 3: School Leaders, Teaching Staff and School Support Staff

- 8. Important:** ● Parts a - g of this question in this section refer to the TOTAL number of **full-time and part-time staff** and **not** the full-time equivalent of part-time staff.

	School Leaders (See Completion Notes)	Teaching Staff (See Completion Notes)	School Support Staff (See Completion Notes)
a. How many staff are employed in the school at present?	97 <input type="text"/> <input type="text"/> <input type="text"/>	98 <input type="text"/> <input type="text"/> <input type="text"/>	99 <input type="text"/> <input type="text"/> <input type="text"/>
b. Of the number at 8a, how many staff use a computer on a regular basis for:			
● teaching	100 <input type="text"/> <input type="text"/> <input type="text"/>	101 <input type="text"/> <input type="text"/> <input type="text"/>	102 <input type="text"/> <input type="text"/> <input type="text"/>
● administration	103 <input type="text"/> <input type="text"/> <input type="text"/>	104 <input type="text"/> <input type="text"/> <input type="text"/>	105 <input type="text"/> <input type="text"/> <input type="text"/>
● other purposes	106 <input type="text"/> <input type="text"/> <input type="text"/>	107 <input type="text"/> <input type="text"/> <input type="text"/>	108 <input type="text"/> <input type="text"/> <input type="text"/>
c. Of the number at 8a, how many staff have been trained in the use of ICT equipment?	109 <input type="text"/> <input type="text"/> <input type="text"/>	110 <input type="text"/> <input type="text"/> <input type="text"/>	111 <input type="text"/> <input type="text"/> <input type="text"/>
d. Of the number at 8c, how many staff have had updated training in the use of ICT in the past 2 years?	112 <input type="text"/> <input type="text"/> <input type="text"/>	113 <input type="text"/> <input type="text"/> <input type="text"/>	114 <input type="text"/> <input type="text"/> <input type="text"/>
e. How many current members of staff have access to a computer at home? <i>(please include here both computers owned by teachers and those loaned to them by the school) <u>OR</u> please tick where applicable.</i>	115 <input type="text"/> <input type="text"/> <input type="text"/>	116 <input type="text"/> <input type="text"/> <input type="text"/>	117 <input type="text"/> <input type="text"/> <input type="text"/>
	<b>OR</b>	<b>OR</b>	<b>OR</b>
	<b>Don't Know</b>	<b>Don't Know</b>	<b>Don't Know</b>
	118 <input type="checkbox"/>	119 <input type="checkbox"/>	120 <input type="checkbox"/>
f. How many current members of staff have a computer assigned for their personal use at school?	121 <input type="text"/> <input type="text"/> <input type="text"/>	122 <input type="text"/> <input type="text"/> <input type="text"/>	123 <input type="text"/> <input type="text"/> <input type="text"/>
g. Please indicate the level of confidence your teaching staff have in using ICT in their subject teaching.			
	<b>Number of Teachers</b>		
● Very confident	124 <input type="text"/> <input type="text"/> <input type="text"/>		
● Confident	125 <input type="text"/> <input type="text"/> <input type="text"/>		
● Not confident	126 <input type="text"/> <input type="text"/> <input type="text"/>		



## Section 4: Finance

9. a. How much (in £s) did your school spend on ICT in the 2001-2002 financial year (**figures should be in whole numbers, rounded to the nearest pound, omitting pence and pound signs**)? If the actual figures are not easily available, then please use approximate figures.

Example: If your school spends £12,515.69 please record as:

		1	2	5	1	6
--	--	---	---	---	---	---

and **NOT**

1	2	5	1	5	•	6	9
---	---	---	---	---	---	---	---

**TOTAL**

**Overall Expenditure**

127

--	--	--	--	--	--	--	--

**Of the overall expenditure, how much was spent on:**

- hardware
- software & content
- Internet costs
- ICT-related training
- technical support

128

--	--	--	--	--	--	--	--

129

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130

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131

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132

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- b. How much of the overall expenditure on ICT identified at 9a was mainly or solely for management and administration purposes?

133

--	--	--	--	--	--	--	--

**OR**

If this information is unknown or not readily available, please tick here.

134

- c. How much grant (in £s) did your school receive from the **NGFL STANDARDS FUND** in 2001-02?

135

--	--	--	--	--	--	--	--

## Section 5: Technical Support.

10. Please indicate the main sources of technical support available in your school from the following options:

*(Please tick where applicable)*

LEA 136

Other external service supplier 137

Other school(s) or FE college 138

School's own ICT support staff 139

School's own teaching staff 140

Other sources 141

*(If other please specify)*

142

--	--	--	--	--	--	--	--	--	--

## Section 6: Management Information

11.

a. Which Management Information System (MIS) is used in your school?

143

b. For which activities do you use the MIS? Choose one or more from the following options.

Please tick one  
or more boxes

- Recording assessment 144
- Analysis 145
- Transferring data to other schools 146
- Key Stage entry 147
- Attendance 148
- Personnel 149
- Reports for parents 150
- Importing data from other schools 151
- Exam entry 152
- Other 153

(Please specify)

154

## Section 7: Completion Time

12.

Please enter the amount of time spent completing this form.  
This should be shown in minutes e.g. for 25 minutes please  
enter 25, and for 1 hour enter 60.

How long did it take you to complete this questionnaire?

155    minutes

Thank you for completing this questionnaire.  
Please check that you have completed all of the questions in preparation  
for submitting your return.  
Keep a photocopy for your own records in case we need to contact you.

Should you experience any problems in making your return please do not hesitate to contact the  
Data Collection Helpdesk on 01325 392626.

Please return the completed questionnaire by 10th June 2002 to:

**VAL HAMILTON  
DATABASE CREATION UNIT  
DfES, ROOM 113,  
MOWDEN HALL, STAINDROP ROAD, DARLINGTON  
COUNTY DURHAM DL3 9BG**

## Information and Communications Technology in Schools Survey: year end 31 March 2003: Maintained Primary, Secondary and Special Schools

1

### DfES School Number

LEA Code

2

Estab Code

3

LEA Name

4

School Name

5

School Contact Name (*for enquiries*)
School Contact E-mail Address (*if applicable*)
School Telephone Number (*including STD code*)

School Fax Number

### Overview

The Government is investing over £1.8 billion in the ICT in Schools Programme over the period 1998-2004.

The effective use of ICT by schools can have a wide range of beneficial effects, not least in improving attainment. For example, the ImpaCT2 research published in 2002 found that pupils who used ICT effectively achieved the equivalent of substantially accelerated progress in English and mathematics at Key Stage 2 and up to half a grade better in some GCSE subjects.

As a consequence ICT forms an increasingly important element of a wide variety of initiatives - national, regional and local - relating to the management and delivery of learning, to personal development and to institutional effectiveness.

This survey will help to inform Government policy in these areas by providing an overview of trends in ICT provision in schools and an insight into associated practice. Wherever possible, care has been taken to ensure that the questionnaire avoids duplication with other DfES data collection exercises.

Information derived from this survey will be published in a Statistical First Release in July and a Statistical Bulletin in September; these publications will also be placed on the Department's website [www.dfes.gov.uk/statistics/](http://www.dfes.gov.uk/statistics/)

**Completion Time:** We estimate that it will normally take one hour to complete this questionnaire.

Please complete and return this questionnaire by 2nd May 2003 as detailed on the back page.



## Data Collection

Management and Finance

### Headteacher or ICT Co-ordinator

Status: Voluntary

Action by: 2 May 2003

Date of Issue: March 2003

Ref No: DfES/0164/2003

Excellence in  
 schools

## ICT 2002 (Completion Notes for Schools)

### General Notes:

- all data will be treated confidentially and used for statistical purposes only. There will be no effect on individual schools
- answer all the questions unless otherwise directed
- numbers should be entered to the right, eg 99 should be entered in a three-digit box as follows: 

	9	9
--	---	---
- **where numbers are required, enter "0" if nil**
- no boxes should be left blank unless otherwise instructed
- ICT refers to the provision in schools of information and communications technology for the purposes of teaching, learning and administration
- please use capital letters where text is applicable
- answers to questions 1 to 8, 10 and 11 should refer to the position at 31st March 2003. Answers to question 9 should refer to the financial year 2002/03.
- take a photocopy of this form for your own records, then post it to the address given on the back page.

### Validation:

We will check that you have completed all of the answers and that they are broadly comparable with answers from other schools. The purpose of these checks is to highlight any missing or unusual data. Please keep a copy of your completed form as we may contact you about any such data.

We will use data on pupil and teacher numbers from the Annual Schools' Census to help us to interpret any data returned by your school using this questionnaire.

**If you require any further assistance then please contact our Survey Helpline on 01325 392626.**

### Definitions:

#### Section 1: Computers and Peripherals

- **Network** refers to the linking of computers in a building or across a campus. In a '**client-server**' arrangement, a central computer (the server) is dedicated to providing other computers on the network (the clients) with access to applications, file-sharing and peripherals. A '**peer-to-peer**' network does not have a dedicated central server.
- **Wireless** - a way of connecting to the Internet or other computers using radio waves rather than wires.

#### Section 2: Computer Use

- **Walled Garden** - is a service that limits Internet access, offering subscribers access only to pre-selected websites.

#### Section 3: School Leaders, Teaching Staff and School Support Staff

##### School Leaders

- **Include** heads, deputy heads and assistant heads.

##### Teaching Staff

- **Include** teachers on short-term paid absence (eg maternity leave/sick leave/secondment) for less than 1 term and relief teachers providing cover for long-term paid absence.

##### School Support Staff

- **Do not include** any premises related staff such as caretakers, canteen staff/or lunchtime supervisors.
- **Do not include** any unpaid or voluntary workers.
- **Include** nursery nurses, nursery assistants, literacy and numeracy support staff, special needs support staff, minority ethnic pupils support staff, matrons/nurses/medical staff, librarians, ICT technicians, laboratory assistants, design technology assistants, home economics and craft technicians.
- **Include** welfare assistants, learning mentors employed at the school.
- **Include** administrative officers, secretaries, bursars or other admin/clerical staff.

#### Section 4: Finance

- **Include** expenditure on teaching, learning, management and administration.

## Section 1: Computers and Peripherals

1. **DO NOT** include any permanently broken equipment for which you have no compatible software or any items privately owned by staff or pupils.

Please only include here Desktops, Laptops and Palmtops as defined below.

- **Desktops** are computers that are not designed to be readily portable and which, when in use, need a table or a desk.
- **Laptops** are fully functional portable computers that can run the same range of software as the equivalent desktop. They are usually about A4 size.
- **Palmtops** are computers that can be easily held in one hand. They are usually less than A5 size.

- a. Number of computers available in your school for teaching, learning, management and administration purposes.

	<b>TOTAL number in school</b>	<b>Of the TOTAL number in school, how many: are over 3 years old?</b>	<b>are networked?</b>
• Desktop	10 <input type="text"/>	11 <input type="text"/>	12 <input type="text"/>
• Laptop	13 <input type="text"/>	14 <input type="text"/>	15 <input type="text"/>
• Palmtop	16 <input type="text"/>	17 <input type="text"/>	18 <input type="text"/>
<b>TOTAL</b>	19 <input style="border: 2px solid black;" type="text"/>	20 <input style="border: 2px solid black;" type="text"/>	21 <input style="border: 2px solid black;" type="text"/>
b. <b>Of the computers recorded in 1a,</b> how many are used solely or mainly for management and administration purposes?	22 <input type="text"/>	23 <input type="text"/>	24 <input type="text"/>

*If you have no networked computers please go directly to Question 2.*

- c. (i) What areas of the school are connected to the network? (please tick where applicable)

	<b>All</b>	<b>Some</b>	<b>None</b>	<b>Not applicable</b>
Classrooms	25 <input type="checkbox"/>	26 <input type="checkbox"/>	27 <input type="checkbox"/>	28 <input type="checkbox"/>
ICT suites	29 <input type="checkbox"/>	30 <input type="checkbox"/>	31 <input type="checkbox"/>	32 <input type="checkbox"/>
Staff Rooms	33 <input type="checkbox"/>	34 <input type="checkbox"/>	35 <input type="checkbox"/>	36 <input type="checkbox"/>
Offices	37 <input type="checkbox"/>	38 <input type="checkbox"/>	39 <input type="checkbox"/>	40 <input type="checkbox"/>
Library/Study Areas	41 <input type="checkbox"/>	42 <input type="checkbox"/>	43 <input type="checkbox"/>	44 <input type="checkbox"/>

- (ii) Is the network:

Entirely Wireless (See completion notes)	45 <input type="checkbox"/>
Partly Wireless	46 <input type="checkbox"/>
Neither	47 <input type="checkbox"/>

- (iii) Are curriculum and administration networks combined or separate?

<b>Combined</b>	<b>Separate</b>
48 <input type="checkbox"/>	49 <input type="checkbox"/>

- (iv) What type of **curriculum** network does the school have?  
(See completion notes for definitions)

<b>Client-Server</b>	<b>Peer-to-Peer</b>
50 <input type="checkbox"/>	51 <input type="checkbox"/>

(Please tick one box only)

## Section 1: Computers and Peripherals (Continued)

2. a. How many of the following ICT peripherals are available in your school?

- digital cameras/digital video cameras?

52

- electronic interactive whiteboards?

53

- digital projectors? *(do not include projectors used as part of an electronic whiteboard set-up)*

54

- DVD players?

55

- video-conference facilities? *(include all facilities)*

56

- digital televisions?

57

## Section 2: Computer use

3. a. Is your school connected to the Internet?  
*(Please tick where applicable)*

**Yes**  
58

**No**  
59

**▶ If no, please go to question 5.**

b. How many of the school's computers are connected to the Internet?

60

c. Of the computers recorded in 3b, how many are used solely or mainly for 'management and administration' purposes?

61

d. What is the principal means of Internet access?  
*(if more than one box applies, please tick the one relating to the fastest connection)*

*(Please tick one box only)*

- a modem

62

- an ISDN2 line

63

- a broadband connection (2 mbps or faster)

64

- ADSL, Cable Modem, satellite or other connections up to 2 mbps

65

e. Does your school have its own website?  
*(Please tick where applicable)*

**Yes**  
66

**No**  
67

## Section 2: Computer use (continued)

4. a. Does the school have measures in place to prevent access to undesirable materials on the Internet? *(please tick where applicable)*

Yes  
68

No  
69

▶ Please go directly to question 5.

*(If YES please specify)*

- A filtered Internet Service Provider
- A walled garden  
*(See Completion Notes)*
- A filtering system  
*(at school level)*
- Supervised access
- Other

70

71

72

73

74

*(if other please specify)*

75

5. For each area of the curriculum in each of (i) and (ii), please tick where applicable

(i) the extent to which ICT is used

	Substantial	Some	Little/None	Not applicable
• Art	76 <input type="checkbox"/>	77 <input type="checkbox"/>	78 <input type="checkbox"/>	79 <input type="checkbox"/>
• Citizenship	80 <input type="checkbox"/>	81 <input type="checkbox"/>	82 <input type="checkbox"/>	83 <input type="checkbox"/>
• Design and technology	84 <input type="checkbox"/>	85 <input type="checkbox"/>	86 <input type="checkbox"/>	87 <input type="checkbox"/>
• English	88 <input type="checkbox"/>	89 <input type="checkbox"/>	90 <input type="checkbox"/>	91 <input type="checkbox"/>
• Geography	92 <input type="checkbox"/>	93 <input type="checkbox"/>	94 <input type="checkbox"/>	95 <input type="checkbox"/>
• History	96 <input type="checkbox"/>	97 <input type="checkbox"/>	98 <input type="checkbox"/>	99 <input type="checkbox"/>
• Humanities	100 <input type="checkbox"/>	101 <input type="checkbox"/>	102 <input type="checkbox"/>	103 <input type="checkbox"/>
• Information technology	104 <input type="checkbox"/>	105 <input type="checkbox"/>	106 <input type="checkbox"/>	107 <input type="checkbox"/>
• Mathematics	108 <input type="checkbox"/>	109 <input type="checkbox"/>	110 <input type="checkbox"/>	111 <input type="checkbox"/>
• Modern foreign languages	112 <input type="checkbox"/>	113 <input type="checkbox"/>	114 <input type="checkbox"/>	115 <input type="checkbox"/>
• Music	116 <input type="checkbox"/>	117 <input type="checkbox"/>	118 <input type="checkbox"/>	119 <input type="checkbox"/>
• Physical education	120 <input type="checkbox"/>	121 <input type="checkbox"/>	122 <input type="checkbox"/>	123 <input type="checkbox"/>
• Religious education	124 <input type="checkbox"/>	125 <input type="checkbox"/>	126 <input type="checkbox"/>	127 <input type="checkbox"/>
• Science	128 <input type="checkbox"/>	129 <input type="checkbox"/>	130 <input type="checkbox"/>	131 <input type="checkbox"/>

## Section 2: Computer use (continued)

(ii) the extent to which ICT had a positive effect on teaching

	Substantial	Some	Little/None	Not applicable
• Art	132 <input type="text"/>	133 <input type="text"/>	134 <input type="text"/>	135 <input type="text"/>
• Citizenship	136 <input type="text"/>	137 <input type="text"/>	138 <input type="text"/>	139 <input type="text"/>
• Design and technology	140 <input type="text"/>	141 <input type="text"/>	142 <input type="text"/>	143 <input type="text"/>
• English	144 <input type="text"/>	145 <input type="text"/>	146 <input type="text"/>	147 <input type="text"/>
• Geography	148 <input type="text"/>	149 <input type="text"/>	150 <input type="text"/>	151 <input type="text"/>
• History	152 <input type="text"/>	153 <input type="text"/>	154 <input type="text"/>	155 <input type="text"/>
• Humanities	156 <input type="text"/>	157 <input type="text"/>	158 <input type="text"/>	159 <input type="text"/>
• Information technology	160 <input type="text"/>	161 <input type="text"/>	162 <input type="text"/>	163 <input type="text"/>
• Mathematics	164 <input type="text"/>	165 <input type="text"/>	166 <input type="text"/>	167 <input type="text"/>
• Modern foreign languages	168 <input type="text"/>	169 <input type="text"/>	170 <input type="text"/>	171 <input type="text"/>
• Music	172 <input type="text"/>	173 <input type="text"/>	174 <input type="text"/>	175 <input type="text"/>
• Physical education	176 <input type="text"/>	177 <input type="text"/>	178 <input type="text"/>	179 <input type="text"/>
• Religious education	180 <input type="text"/>	181 <input type="text"/>	182 <input type="text"/>	183 <input type="text"/>
• Science	184 <input type="text"/>	185 <input type="text"/>	186 <input type="text"/>	187 <input type="text"/>

6.

a. How many pupils have a computer at home? (If actual figures are not easily available, please use approximate figures).

188

OR

Please tick where applicable

Don't Know

189

b. Does your school have arrangements to loan computers to pupils and/or staff?

<b>Yes</b>	<b>No</b>
190 <input type="text"/>	191 <input type="text"/>

c. Does your school offer a leasing scheme to promote personal ownership of computers by pupils and/or staff?

<b>Yes</b>	<b>No</b>
192 <input type="text"/>	193 <input type="text"/>

d. Are your school's ICT facilities available during out-of-school hours for

(i) pupil use?

<b>Yes</b>	<b>No</b>
194 <input type="text"/>	195 <input type="text"/>

(ii) use by the local community?

<b>Yes</b>	<b>No</b>
196 <input type="text"/>	197 <input type="text"/>



## Section 2: Computer use (Continued)

7.

### STAFF

- a. How many staff have an e-mail account provided and funded by the school, LEA, Becta or DfES (*i.e not private e-mail*)? (*If none, please enter '0'*)

School Leaders  
(See Completion Notes)

198

Teaching Staff  
(See Completion Notes)

199

School Support Staff  
(See Completion Notes)

200

### PUPILS

- b. How many pupils have access to a **shared class/school** e-mail account provided and funded by the school, LEA, Becta or DfES?
- c. How many pupils have access to a personal e-mail account provided and funded by the school, LEA, Becta or DfES?

201

202

## Section 3: School Leaders, Teaching Staff and School Support Staff

8.

- Important:** • Parts a-h of this question in this section refer to the TOTAL number of **full-time and part-time staff** and **not** the full-time equivalent of part-time staff.

School Leaders  
(See Completion Notes)

Teaching Staff  
(See Completion Notes)

School Support Staff  
(See Completion Notes)

- a. How many staff are employed in the school at present?

203

204

205

- b. Of the number at 8a, how many staff use a computer at least once a week, for:

- Teaching

206

207

208

- Administration

209

210

211

- Other purposes

212

213

214

- c. Of the number at 8a, how many staff have been trained in the use of ICT equipment?

215

216

217

- d. Of the number at 8c, how many staff have had updated training in the use of ICT in the past 2 years?

218

219

220

- e. Of the total number of staff at 8a, how many have identified a professional development need for training in ICT for:

- specific application to subject teaching

221

- specific application to administrative tasks

222

- general ICT skills

223

- Other

224

### Section 3: School Leaders, Teaching Staff and Education Support Staff (Continued)

	School Leaders (See Completion Notes)	Teaching Staff (See Completion Notes)	School Support Staff (See Completion Notes)
f. How many members of staff have access to a computer at home? (please include here both computers owned by teachers and those loaned to them by the school)	225 <input type="text"/>	226 <input type="text"/>	227 <input type="text"/>
<i>OR please tick where applicable.</i>	<b>OR Don't know</b> 228 <input type="checkbox"/>	<b>OR Don't know</b> 229 <input type="checkbox"/>	<b>OR Don't know</b> 230 <input type="checkbox"/>
g. How many members of staff have a computer assigned for their personal use at school?	231 <input type="text"/>	232 <input type="text"/>	233 <input type="text"/>
h. Please indicate the level of confidence your staff have in using ICT in their subject teaching.	<b>Number of school leaders</b>	<b>Number of teaching staff</b>	<b>Number of school support staff</b>
• Very confident	234 <input type="text"/>	235 <input type="text"/>	236 <input type="text"/>
• Confident	237 <input type="text"/>	238 <input type="text"/>	239 <input type="text"/>
• Not confident	240 <input type="text"/>	241 <input type="text"/>	242 <input type="text"/>
i. To what extent has ICT reduced teacher workload (in terms of preparation/planning/assessment or record keeping)? <i>Please tick where applicable.</i>	<b>Substantial</b> 243 <input type="checkbox"/>	<b>Some</b> 244 <input type="checkbox"/>	<b>Little or none</b> 245 <input type="checkbox"/>
j. To what extent has ICT reduced teacher workload (in terms of routine administrative and clerical tasks)? <i>Please tick where applicable.</i>	<b>Substantial</b> 246 <input type="checkbox"/>	<b>Some</b> 247 <input type="checkbox"/>	<b>Little or none</b> 248 <input type="checkbox"/>

### Section 4: Finance

9. a. How much (in £s) did your school spend on ICT in the 2002-2003 financial year (**figures should be in whole numbers, rounded to the nearest pound, omitting pence and pound signs**)? If the actual figures are not easily available, then please use approximate figures.

Example: If your school spends £12,515.69 please record as:

		1	2	5	1	6
--	--	---	---	---	---	---

and NOT

1	2	5	1	5	•	6	9
---	---	---	---	---	---	---	---

**Overall Expenditure**

249 

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## Section 5: Technical Support

10. Please indicate the main sources of technical support available in your school from the following options:

*(Please tick one or more boxes)*

LEA 250

Other external service supplier 251

Other school(s) or FE college 252

School's own ICT support staff 253

School's own teaching staff 254

Other sources 255



*(If other please specify)*

256

## Section 6: Management Information

11. a. Which Management Information System (MIS) is used in your school?

257

b. For which activities does the school use the MIS?

*(Please tick one or more boxes)*

• Recording assessment 258

• Analysis 259

• Key Stage entry 260

• Attendance 261

• Personnel 262

• Reports for parents 263

• Exam entry 264

• Other 265



*(If other please specify)*

266

## Section 6: Management Information (Continued)

c. Which of the following activities do you use the school to school (s2s) data transfer site for?

- Sending common transfer files to schools in your LEA 267
- Sending common transfer files to schools outside your LEA 268
- Receiving common transfer files from schools in your LEA 269
- Receiving common transfer files from schools outside your LEA 270
- None of the above 271

d. Which of the following activities do you use an LEA data transfer site for:

- Sending common transfer files to schools in your LEA 272
- Sending common transfer files to schools outside your LEA 273
- Receiving common transfer files from schools in your LEA 274
- Receiving common transfer files to schools outside your LEA 275
- None of the above 276

## Section 7: Completion Time

12. Please enter the amount of time spent completing this form. This should be shown in minutes e.g. for 25 minutes please enter 25, and for 1 hour enter 60.

How long did it take you to complete this questionnaire?

277  minutes

Thank you for completing this questionnaire.  
Please check that you have completed all of the questions  
before submitting your return.

Keep a photocopy for your own records in case we need to contact you.

Should you experience any problems in making your return please do not hesitate to contact the  
Data Collection Helpdesk on 01325 392626.

Please return the completed questionnaire by 2nd May 2003 to:

**VAL HAMILTON  
DATABASE CREATION UNIT  
DfES, ROOM 113  
MOWDEN HALL, STAINDROP ROAD, DARLINGTON  
COUNTY DURHAM DL3 9BG**