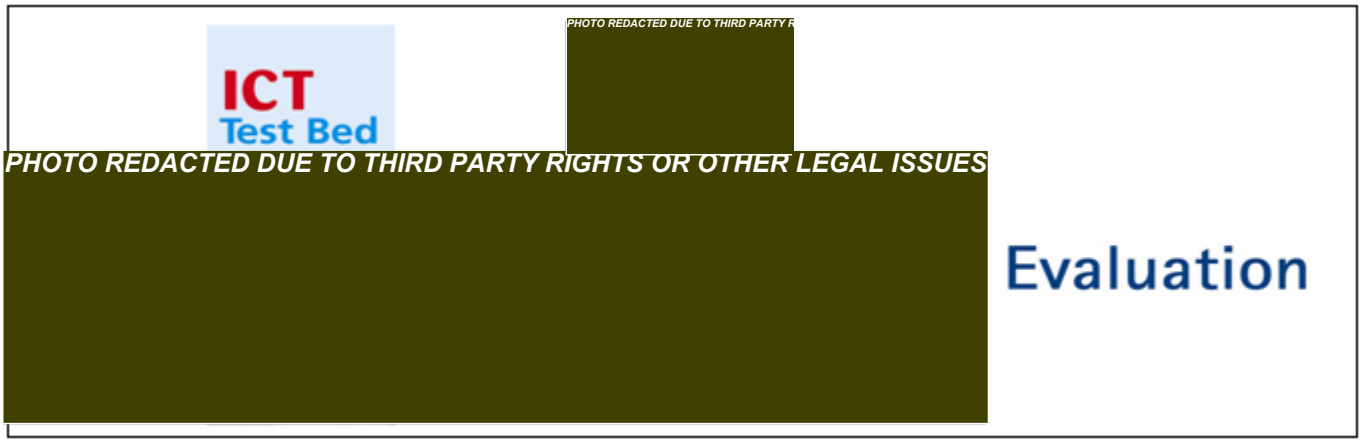

ICT Test Bed Survey Data

Summary of Findings from

Year 3, 2005

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Background

The data reported here are drawn from a series of questionnaires that are completed by pupils, parents and staff in each year of the project. The data presented here represent the third year of data collection and were collected during the months of April, May and June 2005. Responses to each of the questionnaires are reported under separate headings, with an overview provided at the start of the section.

Please note: an extended summary of this document is available on this site entitled ‘ICT Test Bed Survey Data Abbreviated Summary of Findings from Year 3, 2005’.

Data from KS1 and KS2 Student Questionnaires: Overview

The sample we obtained proved to be comprehensive for each of the questionnaires, with a total sample of 1713 children completing the questionnaires drawn from each of the primary year groups (reception up to year six). This is a decrease of 25% from last year. There were a further 51 who completed the special school questionnaires (reception to year six). The KS1 questionnaire was designed predominantly to assess the children’s attitudes towards ICT and their use of ICT and was kept deliberately short. The KS2 questionnaire, however, was much longer and more comprehensive. It was designed to be directly comparable to the questionnaire administered to the secondary school pupils and the questionnaire administered to students in further education. This was achieved by covering a more comprehensive range of questions in line with the ability of this age group.

The data from the KS1 and KS2 student questionnaires demonstrated a very positive attitude to ICT use both at school and in the home environment by the children. 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.

The special school data are reported separately here as they have been done in previous years, in order to draw comparisons. Unlike previous years however where the questionnaires in the special school were administered according to ability rather than to age, this year they were completed according to age as in the main school sample. In the main, the findings from the special school mirrored the findings from the mainstream schools. The KS1 questionnaires did reveal some differences in the types of applications used by the mainstream pupils to the pupils attending the special school. For example, the special school students reported less use of Internet and email. By KS2 this difference was interchangeable, with special school pupils using email more in school but less at home than mainstream school pupils.

The KS2 data were organised under five key headings such as ‘thoughts about school’, ‘competency and ability’ and ‘frequency and types of computer use’ for ease of interpretation. With regards to thoughts about school, the KS2 children reported a moderate enthusiasm towards school and completing their schoolwork. These reports became more positive when the children were asked about their computing competencies and abilities. 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.

In terms of frequency of ICT use at school, we received mixed responses. Use of the Internet in school was seen to increase in KS1 and KS2 for the main and special school samples; though levels were lower in the KS1 special school samples (they were more similar between the main and special school KS2 samples). For both KS2 samples it became the main use of ICT in school. Home Internet use by these two samples was lower, possibly influenced by issues of access and concerns over Internet safety. Interestingly home use of all ICT applications was far less than school use for the special than the mainstream school KS2 pupils, as in last year's findings. Whilst levels of home use were also lower than school use in the main KS2 sample, the difference was much smaller, which also mirrored last year's analyses. There remained a significant positive correlation between levels of home and school use for some applications in the KS2 samples.

Questions relating to home/school links indicated that at the present time these links are still emerging, particularly in the special school sample, though they are vastly increased from the previous year. Whilst these links are under development, we would not expect to find that children had high level access to such aspects of ICT as the school network and email. As with findings of lower Internet use at home compared to school, this was likely to be affected by home Internet access and concerns over Internet safety. With regards to pupil perceptions of the assistance they have access to at school when using computers; the overwhelming response was that teachers are best placed to offer assistance over other staff, friends or other pupils. Help available in the home was greatly increased from last year's analysis, and any perceived shortage was not generally because of a lack of skills in the home but a shortage of time on the part of putative helper. Help at school did seem to be more readily available to KS2 special school pupils than the main sample, whilst help at home was more readily available to the main sample, in line with their reportedly higher home ICT use. Generally pupils' perceptions of the help available to them at school and at home were more positive than last year.

The fifth main area of investigation asked the pupils about the way ICT is used in lessons. The most frequently reported use was as an expository mode of teaching and as a resource basis on which the teacher and pupils may draw, such as using the Internet to search for material. The use of ICT tools such as electronic whiteboards had also increased from last year in both KS2 samples. For the special school pupils however use of this tool was still largely by the teacher for demonstration. In the main school sample use of the electronic whiteboard by pupils to present their work had also increased – such an increase was not apparent in the special school sample. This identifies one way in which the tools adopt different roles in the different school environments. Throughout there is a large degree of agreement between the data obtained from the special school and the data obtained from the main stream schools, although there are some instances where a disparity in the findings is apparent, such as in the home use of computers at KS2. Whilst usage differs therefore, the trends and patterns over the past three years in attitudes toward the tools and applications from the special and mainstream schools tend to mirror each other, despite often having different starting levels.

Key Stage 1 Student Questionnaires

- *Overview:*

The Key Stage One (KS1) questionnaire was necessarily brief with only key attitudes and activities being monitored. In total, 690 KS1 children completed the questionnaire of which 48% were year one pupils, and 52.0 were year two pupils. This is an increase of 2.2%, from 675 returns last year, and an increase of 11.8% from 617 returns in 2003. The sample was evenly split between males and females (51.7% male and 48.3% female).

- *Attitudes to ICT:*

The vast majority of the children reported that they liked computers (97% - a marginal rise from 96.7% last year) and that that they thought that their lessons were better when they used computers (85.2%). 79.3% of the sample also reported finding work completed with the use of the computer easy. To place these overwhelmingly positive attitudes in context 78.8% of the children in this sample also reported that they enjoyed reading. All of these figures are very similar to those found in last year's sample, differing only by one or two percent.

- *Using ICT:*

85.7% per cent of the KS1 children reported using a computer at home – 11.3% more than that found in last year's questionnaires. When asked what they used the machine for, the most commonly reported uses were playing computer games, typing, drawing, and printing and using the Internet (see Table 1). All resources demonstrated vastly increased usage over the three years and indeed from last year. Those applications that had previously been much less used (digital camera, email and scanners) in fact showed the greatest increases this year from the first year of data collection. Thus there was only 11% difference between the most and least used applications in this year's analysis.

Table 1: Applications used on a Computer by KS1 Pupils

What Type of Computer Use	**2005 %**	**2004%**	**2003%**
Playing computer games	98%	80%	76%
Typing	98%	74%	77%
Drawing	96%	70%	72%
Printing	96%	69%	78%
Internet	95%	61%	56%
CD ROMs	94%	55%	60%
Digital Camera	90%	46%	42%
Email	86%	32%	40%
Scanner	77%	26%	34%

The Special School Key Stage 1 Student Questionnaires

- *Overview:*

These data are reported separately to the other KS1 data as in this school the questionnaires in previous years were administered according to ability rather than age, which is a procedure that had been agreed with the evaluators. In this, the third year of the project, whilst the questionnaire was administered according to age, the disparity from pervious years means that these data should be considered in isolation rather than merged with the data from the mainstream schools.

In total, seventeen children completed the KS1 questionnaires of which 11.8% of responses were from year one students, and 88.2% were from year two students. The gender split was 88.2% male to 11.8% female. The over representation of males in this sample is taken to be indicative of the general population of special schools.

- *Attitudes to ICT:*

As for the mainstream KS1 children, reported above, the majority of students at this school had positive attitudes to computers. An astonishing 100% reported liking computers (increased from 94.4% last year), with many pupils stating that their lessons were better when they used computers (94.1%). 82.4% of the sample indicated that work completed with the use of the computer was easy. Again, to place these attitudes in context, 76.5% reported that they also enjoyed reading.

- *Using ICT:*

In terms of computer access at home, 88.2% of the children reported having a computer at home (increased from 69.4% last year); with 70.6% of pupils indicating that they actually used this home computer (63.9% last year). As seen in the main KS1 sample, these students reported that the main activity they were involved in was computer game playing (94.1%), although for the special school analysis both for this and last year, typing also demonstrated an equal level of use. As with the main KS1 sample, levels of use for most applications decreased in the second year from the first year, but have risen again in the third year. In 3 of the 9 cases usage has risen higher than that seen in the first year and usage is higher than the second year on 5 of the 9 cases. It is however important to re-iterate that this year's sample are younger than in previous years, demonstrating how the technologies are integrating into the younger pupils' education in school and at home. Whilst high usage of computer games, typing and drawing mirrors the mainstream KS1 sample, a discernable difference between the two KS1 samples is that these students this year reported less or no use of commonplace peripherals such as cameras and of communication software. Table 2 displays the breakdown of reported computer use by this group.

Table 2: Applications used on a Computer by Pupils Completing the KS1 Questionnaire

What Type of Computer Use	**2005 %**	**2004 %**	**2003 %**
Playing computer games	94.1%	78%	98%
Typing	94.1%	78%	80%
Drawing	64.7%	50%	85%
Internet	64.7%	47%	48%
Printing	58.8%	67%	75%
Digital Camera	58.8%	11%	28%
CD ROMs	47.1%	58%	60%

Scanner	0%	8%	13%
Email	0%	6%	13%

Key Stage 2 Student Questionnaires

- *Overview:*

The Key Stage 2 (KS2) questionnaire was designed to be significantly more extensive than the KS1 questionnaire and was designed to allow comparisons between primary and secondary school activity. The KS2 questionnaires were completed by 1023 students, again with roughly equal numbers of males and females (47.8% males and 52.2% females). This represents a decrease of 35% from 1567 questionnaires returned in the previous year, and an increase of 0.8% from 1015 questionnaires returned in the first year of the project. A breakdown by year group is provided in Table 3 below.

Table 3: Percentage Responses by Year Group

Year Group	Percentage
Year 3	30.4%
Year 4	16.0%
Year 5	26.5%
Year 6	27.1%

- *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’ with 52.3% of responses occurring in this category, though this was shortly followed by a further 43.4% who ‘always’ liked coming to school. ‘Sometimes’ was also the most frequent answer to the statement ‘I enjoy the work in class’ (61.1%). These figures are similar to last year.

- *Competency and Ability:*

The level of self-reported computer competence was high. Whilst none responded that they never needed any help when working with the computer, 78.3% per cent claimed that they were able to use a computer to do most things by themselves. This figure is identical to the proportion of pupils making the same statement last year.

Two thirds of the group judged that computers were easy to use (65.6% compared to 67% last year and 53% in 2003). Only 2.7% stated that they found the machines difficult to operate (increased from 2.4% last year, but down from 4% in the first year). This positive assessment underpins and is confirmed by the responses to the following two related questions which asked: do they enjoy working with computers, and do they prefer working from books or with the computer. To both of these questions, the vast majority of our sample replied in favour of using the computer. A staggering 89.9% stated that they enjoyed working on a computer (compared to 91% last year and 87% in 2003). 60.1% said that they did not prefer to use books instead of a computer (65% last year).

- *Frequency and Types of Computer Use:*

Computer usage at school can be variable and is not as prevalent as one might have predicted. The majority of respondents stated that they use a computer ‘sometimes’ (43.6%) or ‘often’ (55.0%) at school, with none stating that they never used a computer at school (these figures are largely similar to last year and 2003). 51.7% (54.2% last year) of pupils stated that they ‘often’ use a computer at home, and 37.3% ‘sometimes’; in contrast to the 10.9% who stated that they never use a computer at home. Relative to figures last year this represents a slight decrease in numbers reporting they ‘sometimes’ use

computers at school whilst numbers 'often' doing this increased substantially. Those 'often' using a computer at home decreased slightly. Thus both locations now offer and exhibit similar opportunities and take up patterns, though there are still a greater number of pupils with no home access to computers relative to all having at least some access in school. The majority of the KS2 pupils reported not using a computer in a library (70.8%). Table 4 provides a breakdown of the types of activities that the children reported using a computer for both at school and at home.

Table 4: Activities a Computer is used for at School and at Home

At School

Activity	2005%	2004%	2003%
Internet	97	89	84
Word processing	92	80	84
Drawing/painting	87	71	88
Presentations	80	69	50
Databases	68	64	61
Spreadsheets	60	46	42
Email	57	28	31
Digital Camera	55	48	38
CD Rom	37	30	56
Scanner	27	25	17
Make web page	16	14	11
Chat room	9	8	7

At Home

Activity	2005%	2004%	2003%
Drawing/painting	85	72	76
CD Rom	70	65	72
Word processing	66	59	64
Internet	61	54	63
Presentations	59	49	44
Digital Camera	49	39	44
Email	44	38	47
Spreadsheets	35	29	31
Scanner	34	31	45
Databases	27	32	31
Chat room	22	18	24
Make web page	21	20	21

To summarise the striking points from the above table, the most popular application at school was reported as the Internet, as it was last year, compared to drawing/painting in the first year of analysis. In contrast, drawing/painting remained the most popular usage at home over the three years of the project so far, and the proportion of users continued to increase by the second largest amount for the home use categories. This perhaps demonstrates an increased confidence to use 'live' material in school, reflected in the dramatically decreased school use of CD Rom material from the first year. CD Rom material however maintained higher home usage levels than the Internet, being the second most popular home application. This may be influenced both by issues of home Internet access, as well as concerns over Internet safety at home.

It is interesting to note that the KS1 school Internet use (shown in table 1) has now reached a similar level to that stated by the KS2 sample. KS1 users however increased substantially in numbers this year from last year, whereas the KS2 level of use has stayed high from the project's outset. This is informative of current patterns of ICT use in schools. More independent Internet usage such as making web pages and emailing remain marginal activities both at school and home, although this is the first year that email has demonstrated higher usage in school. Alternatively, tools such as databases and spreadsheets were apparent at school, but home use was much lower, as in previous years. Presentation software showed a great increase in school use, with more moderate increases in the home, again as in last year. This perhaps demonstrates another trend of ICT use in school, to incorporate presentation tools and software into KS2 teaching and learning.

Correlation analyses (Pearson, two tailed) were conducted in order to determine similarities and differences in the use of computers at home and at school. Significant

positive correlations ($p<0.01$ or above in all cases) were found to exist between each of the various activities for both home and school use indicating that the children use the computer for similar activities at both home and school. This may be perceived as somewhat surprising given that school use of a computer is generally structured and curriculum focused whereas home use is a matter of personal choice for the child.

- *Home/School Links and Assistance using ICT:*

Forty two per cent of KS2 children replied that their school did not provide them with programs that they could use on their home computer. This figure is 6% higher than last year, but down from 79% in 2003. Despite a slight increase in the proportion of pupils emailing from home this year compared to last year, only 21% said that they could read their school's email at home. This had increased from 18% last year and 6% in 2003, but represents only about half of the pupils emailing from home. Twenty one per cent said that they could access their school work at home and copy it to their home computer, which has also increased from 20% and 14% for the past two years respectively. The figure further increased when asked the question 'can you view the school website from home?' to which 47% indicated that they could. This increased by 13% last year, and rose above the high figure of 43% in 2003. Whilst electronic communication appears to still be largely one-way and limited to information provision rather than a sustained pattern of information interchange between home and school, the picture is more promising when viewed in the context of last year's responses. Equally, it could be a direct result of technology poor homes.

There were mixed responses to the question "what help do you get at school to help you use computer programs?" Pupils overwhelmingly thought that their teachers were the best source of help when in need, and this feeling had strengthened from last year (87.0% cumulative response, compared to 65.3% last year). However, within this cumulative response were variations in whether that help was always forthcoming, although this picture had also improved from the previous year's data collection. 38% of pupils indicated that the teacher was always the best source of help and that they could help whenever they were needed (25% last year), and 32% of responses to the statement that the teacher can provide the best help, although they can only usually help when needed (27% last year). A further 17% stated that the teacher was better at helping than friends, but that they were generally always too busy (slightly increased from last year's 14%). This presents a positive picture of the help teachers provide for their pupils when using computers; being considered the best source of help, and also being perceived as always available to provide it by the largest proportion of respondents. It also presents an improvement in the support and availability of support from last year and the year before.

Expert help was equally highly reported at home, with 87% of children stating that such expertise was available. This is an increase from 74% last year and 54% in 2003. For some children however this help was readily available on a needs basis (61%, compared to 53% last year), but for others although the expertise was available, the expert was usually too busy to help (26%, compared to 21% last year). Only six per cent stated that there was no-one at home that could help (7% last year), with a further eight per cent stating that there was no computer at home (8% last year). Thus pupils' self-perceptions of the support they receive and have available for using computers both at home and at school are positive and improved from last year in this KS2 cohort.

We probed children's views on the sources of help, asking them to indicate who they generally approached for help when using the computer alone at school. In line with the findings reported above, the most popular source of help was the teacher at 68%, which

had increased from 45% last year, and almost equalled the 70% reporting this in 2003. As in previous years friends were the next most popular resource for help (20%), followed by other adults and finally older pupils.

- *Lessons and ICT:*

Table 5 presents a breakdown of the pupils' estimations of the prevalence of different teaching and learning tasks and the ICT tools used in their classes. It should be noted here that this table reflects the percentage of children who have been exposed to the various forms of ICT recorded in the table. It is not indicative of the regularity of such exposure.

Table 5: ICT Use in Lessons

Statements	**2005 %**	**2004 %**	**2003 %**
Teacher uses an electronic whiteboard to show us what to do	97	74	52
Teacher uses a computer to explain things	97	85	72
We search the Internet to find things out	95	93	77
Teachers talk to us about our work using a computer	85	72	65
We work in pairs/groups on a computer and discuss our work together	85	77	74
Teacher gives us problems to do on a computer	73	56	53
We use a computer to do project work	72	73	66
We use the electronic whiteboard/computer to show our work to the rest of the class	64	69	42
We use email or a chat room to discuss things	30	28	10

Teacher use of the electronic whiteboard was the most reported ICT use, and also displayed the largest increase over the three years. Teacher use of the computer to explain things was also reported by the same high proportion of pupils. In accordance with the large number of pupils reporting using the Internet in school, searching the Internet to find information hotly followed the first two as an activity using ICT, being recorded by 95% of pupils. Whilst this figure is fairly similar to last year, it is greatly increased from the start of the project. This suggests increases in potentially pupil-led, resource-based learning with all three of these activities demonstrating the teacher in a supportive role providing initial direction to activity, rather than being continuously instructive.

It is also noticeable that all listed uses of ICT in lessons acquired higher levels of usage over the three years. In all but two cases, usage also increased from last year, and these two cases of decrease were by a maximum of 5% of respondents. This reinforces suggestions of increased confidence with ICT in general, and not specifically the Internet. Less frequent activities were children taking the central role of presenter (electronic whiteboard, 64%) and using e-communication (30%). For those of us having worked on the Integrated Learning Systems evaluation, the pupil's endorsement of teachers talking to pupils about their work using a computer was reassuring. Lack of such contact was a concern within that earlier project. Children reported being organised into dyads or small groups for much of their work on the computer (85%). These patterns of increase year on year show schools' efforts to integrate ICT into the curriculum and classroom practice.

The Special School Key Stage 2 Student Questionnaires

- *Overview:*

The special school KS2 questionnaire was completed by thirty four pupils; an increase of 70% from last year, and 39% from the year before. There was a male and female split of 71% to 29% respectively. Again this split reflects the population of such schools. A breakdown by year group is provided in Table 6 below. Unlike previous years, the special school KS2 questionnaires were distributed according to age rather than ability (last year the KS2 questionnaire was completed by year 7, 8 and 10 pupils at the special school).

Table 6: Percentage Responses by Year Group

Year Group	Percentage
Year 5	6%
Year 6	94%

- *Thoughts about school:*

Respondents were fairly positive about coming to school, with 41% stating that they 'always' and 44% that they 'sometimes' liked going to school (compared to 40% and 55% last year respectively). A response of 'sometimes' was also the most frequent answer to the statement 'I enjoy the work in class' with 56% of responses (65% last year). The KS2 special school students responded slightly less positively to these items than the main KS2 cohort, a reversal of last year's findings.

- *Competency and Ability:*

Our special school pupils have shown progressively increasing confidence in their computer skills over the three years. In answering the question 'How good are you at using computers?' the most frequent response was 'I can use a computer by myself to do most things'. This was recorded by 82% of pupils, compared to 65% last year and 39% in 2003. Whilst the main KS2 sample were therefore slightly more positive about going to school and work in class, the special school KS2 sample reported slightly higher levels of ICT confidence, as this figure is 4% higher than the main KS2 cohort's response to the same question, which is in direct contrast to the previous years' findings. 6% of these students also indicated that they had never used a computer.

Two thirds of the pupils stated that they found computers easy to use. A further 21% claimed they 'sometimes' found them easy to use, with only 12 per cent indicating this was not the case. The proportion of pupils finding computer work difficult is fairly similar to last time, although it is promising to see that a greater proportion have moved from the 'sometimes' category into those definitely finding computers easy to use. This finding is supported by the responses to pupils' reports on whether they enjoy working on computers, and if they prefer working from books rather than the computer. To both of these statements, the pupils replied positively about their experiences of working with a computer; for example 85% stated that they enjoyed working on them (65% last year), and 68% did not prefer to use books instead of a computer (65% last year). This latter finding shows a slightly greater enthusiasm for computers over books than that expressed by the main KS2 sample (68% and 60% respectively), although the special school pupils were marginally less convinced about enjoying working with computers (85% and 90% respectively).

- *Frequency and Types of Computer Use:*

With regards to use at school, 65% of respondents stated that they use a computer ‘often’ at school. This is compared to 70% last year saying the same, but 70% in the previous year stating they ‘sometimes’ use a computer at school. In line with 12% reporting finding computers difficult to use, 12% said they ‘don’t use a computer’ at school. With regards to use at home, responses were mixed with 50% of pupils stating that they ‘often’ used a computer at home (40% last year and 39% in 2003), 24% ‘sometimes’, and a further 27% stating that they did not use a computer at home (40% last year and 33% in 2003). Overall this suggests that computer use and presence at home has increased for the special school pupils over the three years of data collection. Responses were less mixed than in previous years for computer use in a library, with the majority not using one here (65%, compared to 30% last year). Table 7 displays a breakdown of the types of activities that the children reported using a computer for both at school and at home.

Table 7: Activities a Computer is used for at School and at Home

At School

Activity	**2005%**	**2004%**	**2003%**
Internet	94	80	85
Word processing	91	70	88
Presentations	88	70	15
Drawing/painting	85	75	85
Digital Camera	74	60	46
Email	71	5	21
Spreadsheets	62	35	55
CD Rom	59	70	88
Databases	29	15	46
Scanner	24	70	42
Make web page	21	0	9
Chat room	6	15	6

At Home

Activity	**2005%**	**2004%**	**2003%**
CD Rom	68	30	73
Word processing	65	20	49
Drawing/painting	59	35	70
Presentations	56	10	21
Internet	44	25	52
Digital Camera	35	10	24
Scanner	32	15	49
Email	24	5	33
Spreadsheets	21	10	22
Chat room	18	5	15
Databases	12	0	21
Make web page	9	10	9

Again correlation analyses (Pearson, two tailed) were run to examine relationships between the uses of a computer both at home and at school. Unlike the main KS2 sample, only word processing and presentation applications correlated for their home and school use. The above table highlights the generally lower level of all home computer use, relative to school use. Whilst figures of home use have on the whole decreased from the first year of analysis, use of all applications other than making web pages has increased from last year. Use of most applications in school has increased both from last year and 2003.

However as was seen in the main KS2 sample, use of the Internet has remained in top position in school use of ICT applications, and use of presentation software saw the largest increase in use at school over the three years. Also, whilst school use of CD ROMs decreased as in the main sample, its level of use remains far higher in the special school pupils (59% in special school, 37% in main sample). This pattern was also evident last year. The CD Rom appears to take the place of the Internet in the home environment, being a substantial player reported by 70% of the main and 68% of the special school KS2 sample. In contrast school use of peripherals such as digital cameras is much higher in the special school sample (74% for special school pupils – 70% last year -, 55% for the main KS2 sample – 55% last year). Smaller class sizes and the need to engage these pupils in novel ways may account for the greater activity recorded in these applications in this school.

Whilst only two applications correlated for their school and home use, use of some applications at school correlated with use of other applications at school, and the same for home usage. This again reflects a different pattern to the previous years; last year use of all applications at school correlated with all other applications at school, and the same for home usage; in 2003 all applications were seen to correlate for their use in the two locations, with few correlations between applications used in the same location.

- *Home/School Links and Assistance using ICT:*

In terms of school provision for using ICT in the home, 38% of children replied that their school provided them with programs that they could use on their home computer. This has however increased from 35% last year and 18% in 2003. Only fifteen per cent of children said that they could read their schools' email at home and whilst this has increased by 10% from last year, it is still 9% less than the 24% of pupils claiming to have access to email at home. This discrepancy was also seen in the main KS2 sample, although numbers accessing email or school email from home were much higher in the main sample. The same proportion of fifteen per cent indicated that they could open their school work at home and copy it to their home computer, which is 10% lower than last year. This figure increased when asked the question 'can you view the school website from home?' to which thirty two per cent said that they could. Interestingly, in last year's analysis the first two items reported here (school provide ICT for home, and reading school email at home) displayed much lower levels in the special than mainstream school samples, whereas the latter two (open school work at home and view school website from home) received marginally higher levels of agreement within the special school pupils. This year levels for all four items were higher in the main sample. This indicates, more strongly than in the main KS2 sample, that the school is in the early stages of home-school electronic links and a largely one-directional flow of information.

Responses to the question 'what assistance do you get at school to help you use computer programs?' were unanimously in favour of teachers, generally reporting that 'the teacher gives the best help whenever needed' (50%, compared to 38% in the main KS2 sample, and 55% in last year's special school sample). This was followed by the teacher being the best source of help, and usually available to help whenever needed (18%), but also 18% stating that the teacher could not help them. Overall the special school KS2 sample demonstrated a similarly positive outlook of help provision relative to last year's analysis. In comparison to the main KS2 sample, however, the special school pupils appeared to be polarised; in the main sample pupils varied in the extent to which they felt their teachers could help them, and only 3% stated that their teacher could not help them.

In terms of gaining assistance at home, the highest response was to the statement 'I can usually get help when I need it' (44%). In last year's analysis this response was given by 60% of pupils (but only 24% in 2003), and so the decrease in perceived support this year may be influenced by usage of ICT at home having increased so substantially from last year. This figure was lower than the 61% of the main KS2 sample reporting help at home being always available when needed. Fifteen per cent stated that there was no one at home able to offer assistance, and a further twenty one per cent (decreased by 4% from last year) replied that they did not have a computer at home.

As for the mainstream KS2 children, we hoped to gain a fuller understanding of who the special school pupils go to for assistance when using a computer in school. Options included teachers, other adults, friends and older pupils. The majority of respondents indicated that in the main they asked teachers for help (74% compared to 65% last year)

over friends (21%), older pupils (3%) or other adults (3%). This trend is similar to last year's special school sample, and also this year's main KS2 sample.

- *Lessons and ICT:*

Table 8 indicates the types of ICT used in lessons and the types of tasks that it is used for. Again this table is indicative only of the various forms of ICT that the pupils have been exposed to. It does not indicate the frequency of exposure.

Table 8: ICT Use in Lessons

Statements	**2005 %**	**2004 %**	**2003 %**
We search the Internet to find things out	94	85	97
Teacher uses an electronic whiteboard to show us what to do	94	85	91
Teacher uses a computer to explain things	91	90	73
Teachers talk to us about our work using a computer	85	85	67
We use a computer to do project work	79	90	73
We work in pairs/groups on a computer and discuss our work together	70	60	88
Teacher gives us problems to do on a computer	58	45	27
We use email or a chat room to discuss things	36	5	15
We use the electronic whiteboard/computer to show our work to the rest of the class	24	75	30

Resource-based learning such as using the Internet to find things out (94%) and project work (79%) were central areas of work. The expository mode of teaching; demonstrating with an electronic whiteboard (94%) explaining things on the computer (91%), and teachers talking about work on the computer (85%) were strongly noted by the children. Levels of such ICT activities were surprisingly similar to those found in this year's main KS2 sample. All but two of these activities had increased or stayed the same in special school respondents reporting their use from last year, and all but three increased from the first year's analysis.

Second Year Data from Secondary and FE Students: Overview

Both the secondary student and FE student questionnaires were based on the KS2 questionnaire, although these questionnaires were designed to be more extensive in nature, in line with greater variation in practice.

Our total sample for year three for the secondary student questionnaire was 660, drawn representatively from each of the secondary year groups although fewer returns were made by year eleven and the sixth form years. In terms of the FE students, 232 responses were obtained from each of the three ICT Test Bed colleges.

With regards to thoughts about school or college, both groups of students indicated generally positive attitudes towards attending school or college and completing their work and although the proportion of students stating that they never liked attending school or college had decreased from year two, figures for these statements were still higher in year three than in the first year. Conversely, for the secondary students, the number of students reporting that they 'always' enjoyed school had doubles from the second year.

Year two saw a levelling off of students' ICT skills and expertise, with findings not too dissimilar in this, the third year, to the second year. Students this year again reported quite extensive experiences of using ICT and were quite confident about passing their skills onto others. Whilst there were a few students within both samples that had either never used a computer before or needed help, the vast majority reported having few difficulties when actually using them. Of interest, however, was the finding that the FE students were slightly less positive this year about the ease with which they could use computers, a decrease that is perhaps attributable to the fact that students are now using the computers to complete more complex tasks and so whilst usage has increased, so has the expectation of their own capabilities.

Reported enjoyment when using computers for school or college work was high for both student groups and the secondary students in particular demonstrated increased enjoyment from the first and second years. One of the biggest changes this year was in the increased number of students reporting that computers were more beneficial than using books to locate research for their work. In the first year of the project both student groups had reported a more even balance of locating research both on the Internet and in books, a finding which seems to indicate a move towards E-learning and away from more traditional methods. This finding is backed up by the students' reports of where they access computers and the frequency with which they do so, with daily school and home use having both increased this year. The one surprising finding is that daily use at college this year has declined from year two, whilst daily use at home has increased.

As was the case in year two, and also for the KS2 children, the use of a computer to access the Internet was the primary use in school for the secondary students, and this year had also become the primary use of a computer at home with a substantial increase in daily Internet use at home being recorded this year. Whilst the more basic tools such as word processing and spreadsheet use have seemingly been replaced in terms of their popularity at school, it is still clear that they are key applications in school. Unlike the Internet, word processing is more popular at school than in the home environment. The FE students also demonstrated similar patterns of use, with increases found in the frequency with which most of the applications were used. Use of the Internet at home and college was the dominant application, followed by use of E-mail. Unsurprisingly, significant

relationships were found between use of applications at home and at college, with the exception of the use of E-mail.

Both sets of students reported that the hardware and software within their school or college was sufficient to meet their needs. However, in terms of the support for ICT use from the schools and colleges in the home environment, both groups of students agreed that little support was available to them. For example, institutional software or hardware was not generally reported as being available for use at home and access was not generally provided to the institution's network from a home computer, although there had been slight decreases in negative responses to this section, especially with regards to secondary students being able to access school email addresses from home. Access to institutional websites was the only item responded to positively in this section.

Availability of help at home in using computers was encouraging this year for the secondary and FE students. In the second year, the majority of secondary students reported that there was someone who could help at home, but that they were usually busy; whilst a third of FE students claimed there was usually someone available who could help them. In the third year, however, the most frequent response for secondary students was that there was usually someone who could help at home, with substantial decreases in those reporting that no help was available to them. This is very encouraging and is perhaps indicative of the success of school and college based training courses being provided for parents. When this same question was asked of help available at college and school, the students considered that their teachers or tutors were best placed to provide assistance. For secondary pupils friends were the second source of in school help, followed by other adults. For FE students tutors were also favoured this year in terms of seeking help to use the computers at college. These findings are in contrast to the secondary school data from year two where responses were more evenly divided between teachers and friends help being the best sources of help in school and for the FE students where in the second year friends were considered the second best option and in the third year technicians became second best.

In terms of Internet use, the main barriers for both groups were access issues in terms of the cost of computer hardware and software as well as Internet access at home. Time constraints and the students' own computer skills were much smaller concerns, although all possible sources of concern were rated much lower by the secondary than the FE respondents.

Both student questionnaires asked students about the use of ICT in the classroom. The questionnaires were designed slightly differently for each group since pupils at the secondary school are exposed to ICT across the curriculum whereas pupils in FE may only be studying towards one subject. Differences between the groups' responses were noted, with the most plausible explanation for these differences being that the FE students are more autonomous in their work and lessons are less structured. However it was noticeable that college use of ICT included more attempts at expository teaching than the secondary schools, alongside the more independent uses in class and projects. The greatest increases in use for the FE students was in completing project work using the computer, whereas last year the greatest increase was in presenting work through ICT.

Secondary Students Questionnaire

- *Overview:*

In total, there were 660 responses from the secondary students. This had decreased by 51% from last year, and 58% from the year before. All responses were completed online. There was a near equal split between males and females (52.3% males and 47.7% females) with the breakdown of year groups displayed as a percentage of the total respondents in Table 9.

Table 9: Percentage Responses by Year Group

Year	Percentage of Group
Year 7	23.8%
Year 8	25.5%
Year 9	17.9%
Year 10	20.9%
Year 11	9.4%
Year 12	2.6%

A more extensive questionnaire was designed for these older pupils but the core questions from the KS2 questionnaire remain.

- *About School:*

Pupils were asked to respond to a series of statements about the school they attended and the following table (Table 10) displays their responses, as percentages, to each of the statements.

Table 10: Pupils Beliefs and Attitudes to School (%)

	Always			Sometimes			Never		
	2005	2004	2003	2005	2004	2003	2005	2004	2003
I like coming to school	34	17	14	50	60	75	17	24	7
I enjoy the work in class	12	11	10	69	65	79	19	24	7

The majority of pupils had positive attitudes to school (50%) and schoolwork (69%) with a small coterie of enthusiasts (34% - doubled from last year). The proportion stating they never like coming to school or the work in class had reduced from last year, but was still higher than in the first year, unlike the findings from the KS2 samples.

- *ICT Experiences:*

Section two of the questionnaire asked the students about their experiences using ICT. To the question, ‘what stage are you at in using a computer?’, two options received surprisingly similar response levels. 48% felt they are able to share their knowledge of computers and the Internet with their friends and are able to encourage friends to experiment with new software and equipment (compared to 44% last year and 29% in 2003). A further 47% stated that they can use a variety of software packages (compared to 40% last year). Only six per cent reported ‘I have used a computer but do not feel confident to use one on my own’. This distribution of responses is very similar to last year.

- *ICT Competencies and Frequency of Use:*

Most of the secondary students indicated that they had no difficulties in using a computer, accounting cumulatively for 94% of responses between the agree and strongly agree categories. This trend was replicated in the students' perceptions of how important they felt it was to learn to use a computer, again with ninety four per cent of responses falling in the agree and strongly agree categories – both of these figures are 5% higher than last year and the year before.

An interesting finding from this section relates to the students reported enjoyment when using computers. The cumulative response to the statement 'I enjoy doing schoolwork on the computer' was 91% (agree and strongly agree). However, to the statement 'I get bored when I do schoolwork on the computer', 86% cumulatively disagreed (strongly disagree and disagree). These figures are 8% and 16% greater than last year and the year before. In terms of using a computer to find information, 88% of these students reported that they find more information using the computer than when using books (increased by 18% from last year).

Table 11: Frequency of Computer use in Various Locations (%)

	I do not use a computer here			**Less than once a month**			**At least once a month**			**At least once a week**			**Daily**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
At school	1.2	2.5	2	0.6	2.5	2	2.3	3.5	5	60	63.8	66	35.9	24.1	20
At home	8.2	9.3	14	4.4	2.5	4	4.7	4.4	7	18.1	15.8	20	64.6	62.8	50
In a public library	68.6	66.3	57	14.3	11.7	16	8.5	8.1	10	5	5.4	6	3.5	3.0	3

As Table 11 clearly shows and as in previous years, home and school are the most common locations for using computers over the three years of analysis. Daily use of home computing facilities remained higher than daily use of school computers, and increased by just under 2% over last year's figure. School daily use also increased by nearly 12%. Perhaps in line with these relative increases, there was a slight decrease from the previous year in students reporting that they used computers at least once a week at school, whereas use at least once a week at home increased slightly from last year. As in the last two year's 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 school use of computers goes someway to compensate for lack of home use. Whereas there are just over twelve per cent of non or very infrequent users at home, these two categories account for less than two per cent of the sample when school access is considered (which has halved from last year). Table 12 presents the breakdown of different types of ICT both at school and at home.

Table 12: ICT use at School and at Home (%)

At school **At Home**

Do not use	Less than once a month	Least once a month	Least once a week	Least once a day		Do not use	Less than once a month	Least once a month	Least once a week	Least once a day
4	8	17	49	23	1. Word processor	16	15	18	27	24
5	20	32	34	10	2. Database	26	29	21	18	7
3	12	32	43	10	3. Spreadsheet	20	32	24	18	7
3	13	33	38	14	4. Presentation e.g. PowerPoint	20	25	22	21	12
5	28	33	26	8	5. Desktop publishing	25	30	20	17	8
4	29	24	29	14	6.Drawing/ painting	12	19	22	29	19
18	22	18	24	17	7. Simulations, modelling tools or games	17	14	14	23	32
13	30	23	25	8	8. Control technology software	37	23	16	14	10
14	26	19	26	16	9. CD Rom / multimedia or other subject software	14	15	19	21	30
20	19	16	25	21	10. Leisure / games	11	7	12	24	47
16	17	14	28	26	11. Creating / listening to music	12	8	10	21	48
4	5	10	40	42	12. Internet by computer	19	8	8	18	48
45	20	15	10	10	13. Internet discussion board or chat room	27	15	13	14	31
23	27	18	19	13	14. E-mail	22	11	16	16	35
33	35	14	11	7	15. Scanner	31	21	22	16	11
37	34	12	11	7	16. Digital camera	32	16	23	15	14
46	31	8	8	7	17. Video conferencing	56	13	11	10	10

28	29	21	13	9	18. Virtual Learning Environment e.g. Learnwise	49	20	15	9	6
32	29	18	14	7	19. Designing own multimedia or web resources	42	20	14	11	13
34	27	17	14	9	20. A programming language	58	16	10	8	9

As for KS2, the main computer use in schools was the Internet by computer. Whilst it was the most popular application last year, those stating that they used this at least once a day or week had increased by 28%. Indeed the next most frequented application at school in terms of daily use was creating or listening to music, which was reported by 26% of pupils (16% lower than daily Internet use at school). Unlike last year, Internet by computer was also the most used computer application in the home environment, with daily use increasing from 34% to 48% of respondents. Notably this makes home use of the Internet more used than school use, by 6% of respondents. It is also promising to see that the proportion of pupils not using Internet by computer at home had decreased from 23% last year to 19% of respondents this year. As in last year's findings, this picture is very different to the KS2 samples, whose home Internet use was much lower than at school. The main home uses of ICT featuring just below the Internet in this sample unsurprisingly covered the more leisure-based aspects of creating and listening to music (also 48%) and playing games (47%). Last year however these two applications were more used than the Internet by computer at home – this year the Internet has taken top spot.

Whilst basic tools such as word processing have seemingly been replaced in popularity, when claims of use of 'at least once a week' are added to the daily usage it is apparent that this is still a key application within the school. Unlike the Internet however word processing is utilised more in school than the home, as was found last year and in this and last year's KS2 samples. Again as was seen in the KS2 samples, presentational software use at school has increased from the previous year (which had also increased from the year before), and whilst home use of this application is lower, it has also increased slightly from the year before.

Frequent use (daily or weekly) of email by secondary students has risen slightly from last year at school (by 6%), but substantially from home (by 14%). This is in line with the rise in home use of the Internet by computer seen in this year's pupils. Home use of Internet discussion boards and chat rooms also increased in this cohort of pupils, with 45% of respondents indicating daily or weekly use at home (36% last year). Interestingly the figure for school use of these applications remained stable from last year (20% use daily or at least once a week).

Surprisingly CD ROMs were also fairly highly used both at school and home, and had increased in the proportion of pupils reporting daily or weekly use from last year (42% this year to 25% last year in school; 51% this year to 43% last year at home). Whilst these figures are much lower than those reporting use of the Internet, the fact that their use has

also risen from last year suggests that they have not been replaced by the Internet. The high numbers of secondary pupils using CD ROMs, particularly at home as this figure was higher than in school, may represent at least some of the pupils without Internet access at home. This use of CD ROMs and Internet is in contrast to the KS2 sample, where home use of the CD rom was substantially higher than the Internet. This pattern may reflect an age effect in terms of supervision and permission when using certain ICT tools.

It is promising to see that whilst progress is not rapid, figures have increased from last year for the categories of more frequent use in both school and home use of the Virtual Learning Environment (which in themselves had increased from the year before). Increases were also noted from the previous year for frequency of home and school use of digital cameras, scanners, and video conferencing, though again these increases were not large.

Correlation analyses (Pearson two tailed) were also conducted in order to determine similarities and differences in the use of computers at home and at school. Significant positive correlations ($p<0.05$ or above in all cases) were found to exist between 15 of the 20 various activities for both home and school use. As with the main KS2 sample whose reported home and school use of computers correlated for all applications, this indicates that the pupils, in the majority of cases, used the computer for similar activities at both home and school. Those activities which did not correlate for the secondary pupils' home and school use were on the whole the more leisure-based activities (games, music, chat rooms/discussion boards, digital cameras), and so it is not surprising that they were predominantly used at home. Last year and the year before, use of all applications correlated at home and school. This may suggest that pupils now use the computers more at school and home, but have expanded their ICT tools and developed more different home and school ICT use patterns and habits.

- *Resources Available to Students:*

The majority of students reported that both the hardware and software in their school were sufficient to enable them to complete their work (82% cumulative responses in the agree categories for hardware – an increase of 6% from the previous year and 22% from 2003) – and 83% cumulative responses for the software category – an increase of 6% from the previous year and 18% from 2003). However a number of students were dissatisfied and unfavourable home school comparisons may be the cause of this (most responses in this respect fell in the disagree rather than strongly disagree category).

Support for ICT use from the school into the home environment was low on the whole, though it is promising to see there had been mostly slight and some larger improvements from last and the previous years' data. Larger improvements were mainly found in terms of communicative links, rather than equipment. The majority of students reported not being able to use school software at home (65%, compared to 64% last year and improved from 73% in 2003); not having ICT provision for use in the home (such as laptop computers) (71%, improved from 73% last year and 80% in 2003); and not being able to access the school network from home to download work completed at school (62%, improved from 71% last year and 74% in 2003). The story was slightly different and more positive for provision of access to their school emails from home in the cases where provided with such an address (55% could do this, compared to 38% last year and 32% in 2003); and access to the school website from home, to which 77% of respondents said they could (improved from 60% last year and 52% in 2003). The KS2 sample were less likely to report not being provided with hardware or software, but were also less likely to be able to view school emails of the school website from home. This is not surprising in light of the rise

and high proportion of secondary pupils, relative to last year and also to the KS2 sample, accessing email and the Internet from home.

- *Sources of Help:*

The most frequent response to the question 'What help is available to you at home to learn how to use computer software?' was that there is usually someone who could help (64%). No pupils reported this in last year's analysis, where the most common response was that there was someone who could help but that they were usually busy. This response was given by 27% of pupils this year, compared to 76% last year. Whilst 9% reported there being no-one at home who could help, this was reduced from 14% last year. This indicates a substantial increase in pupils' perceptions of help at home from last year, and is similar to reports of help available expressed in the mainstream KS2 sample.

In response to the questions 'what help is available to you at school when using a computer?' responses were divided between the teacher (46%) and a friend (47%) being best placed to provide help. This is in contrast to last year, where support was mostly given by the teacher (58%), with friends reported as the main source of help by only 39% of pupils. This year's 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 13 presents the student's responses when asked what would encourage them to use the Internet more frequently.

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

	Strongly Disagree			**Disagree**			**Agree**			**Strongly Agree**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
Easier access to a computer at home	11	16		21	27	11	42	23	39	27	33	40
Easier access to a computer at school	11	14		11	32	14	36	28	44	43	27	31
Training classes at school	19	20		37	36	25	35	26	41	9	18	17
If I had more spare time	10	15		17	31	13	44	25	47	28	29	30
Cheaper or free computers and software	8	15		15	29	12	39	25	37	38	31	41
Cheaper or free Internet access	7	18		9	32	9	36	18	38	49	32	45
If my computer skills were better	18	26		28	41	16	37	19	42	18	15	25

Most dimensions of access measured in the above table showed improvements in comparison to last and the previous years' figures, with pupils apparently feeling less need

for additional incentive to use the Internet on four of the six statements. Responses were higher in terms of needing more incentive, for the statement of wanting easier access to a computer at school. This is supported in this year's pupils using the Internet more at home than at school. After wanting easier access to school computers, the cost of hard and software remained a stumbling block to using the Internet.

- *ICT use across the Curriculum:*

The students were asked to indicate the types and use of ICT in their different subject areas. 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 last year's figures this was less apparent in Art. The expository modes have however decreased from last year's figures. In contrast to this however, use of the Internet has increased in five of the seven subject areas, which mirrors the increase in use of the Internet at school and home. Use of the Internet to find things out is apparently occurring to a much lesser extent in the secondary than the KS2 students, in which it was reported by 95% of respondents irrespective of subject. For the secondary students however, using email or discussion boards to discuss work with people outside the classroom, as well as doing project work using computers have increased from last year and the year before in five (email) or six (project work) of the seven subjects.

This is promising, indicating that schools are developing a more cross-curricular integration of ICT, and also an increase in use of ICT where lessons are student-centred with pupils have a higher level of control over the work they do. This can only be achieved with high levels of access to the ICT equipment. From this we can see that the in school access to equipment increases pupils' access to external expertise and sources in emailing and using discussion boards. Use for email in class however remained fairly low. Whilst levels of use were down from last year (but mostly higher than in 2003) presenting work to classmates on the electronic whiteboard was another of the main uses of ICT in the pupils' learning activities, as was group or pair work using computers. Use of the electronic whiteboard to present work to classmates had also decreased in this year's KS2 sample.

Overall the core subjects of English, Science and Maths still had the highest levels of ICT use, both in expository teaching and in more resource-based learning methods such as using the Internet. As mentioned above however, cross-curricular use of the ICT was evident this year. For all uses of ICT covered in this section of the questionnaire (7 subjects and 10 activities), only 16 depicted increases from last year. Interestingly, five of these were for use of the Internet, five more were for project work using computers, and four were for emailing or contacting others outside the classroom. It would seem that this is where the progress with ICT has been in this cohort of secondary students, compared to last year's pupils where main increases were for teachers using computers to show aspects, or explain subjects.

Geography and History did not increase any uses of the ICT activities this year from last year, and neither did Art. Overall accounting for increases and decreases over the 10 activities for each subject, science had the same cumulative usage reported from this to last year. Geography showed the greatest decrease, closely followed by Art (as would be expected from the previous sentence). This general lack of or little increase should be read in line with the vast increases in home ICT use emerging from these pupils, particularly as table 13 identified the pupils' requests for better access to computers at school. It is also highly possible that there are other ICT activities that have not been covered by the statements in table 14.

Table 14: ICT use across the Curriculum

	English %			Science %			Maths %			Geography & History %			Design %			Art %			Languages %		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
The teachers use the computer to show us notes and pictures and explain things to us	36	42		40	47	31	36	44	28	26	38	30	24	31	20	21	28	14	26	37	
The teachers explain and we discuss the topic using an electronic whiteboard or the computer and projector	37	48		40	50	28	38	47	31	28	37	29	26	31	14	20	26	10	29	29	
The teachers give us a task or problem to do on the computer and come round to help us	16	21		22	22	15	22	22	18	13	18	17	13	15	11	8	14	7	17	19	
The teachers tell us the correct answer or comment on our work using the computer	18	22		25	25	14	23	25	18	14	19	16	13	16	9	9	15	6	18	19	
We work in pairs or groups and discuss answers with each other when we work at the computer	16	20		19	20	11	19	20	14	12	18	17	12	16	11	6	11	6	13	13	
We discuss things on the computer using E-mail, a discussion board or chat room	8	8		9	7	5	8	7	7	5	7	5	6	6	4	4	8	3	6	10	
We show our work to the whole class using the whiteboard or we put it on the computer so that everyone can see it	18	23		17	21	11	15	19	13	12	19	17	9	14	8	7	14	7	10	17	
We find things out by looking on the Internet / WWW	23	21		33	23	17	26	19	16	20	21	23	17	14	12	13	14	10	19	14	
We talk to other students outside the class using E-mail, a discussion board or chat room	9	5		9	6	5	9	6	7	7	5	7	7	5	5	5	6	4	7	9	
We do project work using the computer. This takes more than a week	21	20		23	16	13	19	14	11	15	18	23	16	12	13	9	7	8	11	5	

FE Students Questionnaire

- *Overview:*

In total, there were 232 responses from the college students, which is an increase from 197 in the second year of the project. All bar 19 of this year's responses were submitted online, whereas last year all responses were paper-based. There was a much more equal split between males and females this year, with roughly a 50/50 split, as opposed to a bias towards female responses in the second year.

- *About College:*

The students were asked to indicate their thoughts about attending college and their enjoyment of the course work. The overwhelming majority of students attending the colleges reported favourable attitudes to both attending college and doing their work, although satisfaction had declined slightly from 96% of responses in the 'always' and 'sometime' categories in the previous year to 90% in year 3.

- *ICT Experiences:*

Section two of the questionnaire asked the students about their experiences using ICT. This year saw a levelling off in terms of the exposure to ICT that students' had received, although a decrease was found in the percentage of students who reported never having used a computer before, with only 0.9% now reporting having never used a computer.

- *ICT Competencies and Frequency of Use:*

The cumulative response to the statement 'I enjoy doing college work on the computer' was ninety per cent (agree and strongly agree) – again demonstrating a levelling off in responses from the previous year, which had seen a rise of 14% from year one to ninety per cent. However, interestingly, responses had improved this year to the statement 'I get bored when I do college work on the computer', moving from sixty two per cent to seventy one per cent cumulative disagreement to this statement. One of the biggest changes in use was found in relation to the statement 'I find out more when using books than I do when using a computer'. This year, 67% of students cumulatively disagreed with this statement in comparison to 57% in the second year and 51% in the first year where the students reported a more even mix between finding information from books and from the Internet. In spite of this, although the majority of students reported that they found it easy to use a computer, the percentage of students responding positively to the statement ' I find it easy to use computers had declined from ninety per cent in the second year to seventy eight per cent in the third year. This decrease could perhaps be attributable to the fact that the students are using the computers for more complex tasks, and whilst usage has increased, so has their expectation of their capabilities.

Table 15 presents the frequency of computer use in various locations. Daily use at home attracts the highest frequency of responses, as it did in previous years, although usage has now increased to 56% of students now using a computer at home on a daily basis. Interestingly, daily computer use at college has declined by 13% from 38% in the second year to 25% in the third year. Use of computers in a public library has altered very little from previous years, with responses to all levels of use remaining fairly static.

Table 15: Frequency of Location (%)

	I do not use a	**Less than once a**	**At least once a**	**At least once a**	**Daily**

	computer here			month			month			week				
	2005	2004	2003	2005	2004	2003	2005	2004	2003	2005	2004	2003	2005	20
At college	3	3	17	6	9	13	10	7	16	55	41	37	25	38
At home	13	12		4	4	4	9	5	12	18	27	24	56	47
In a public library	70	59		12	12	12	11	12	10	6	7	6	0	3

Table 15 presents the breakdown of ICT use both at college and at home. The majority of applications have seen increases in use from last year (comparing figures of 'at least once a day' and 'at least once a week') both at college and at home. However, unlike last year where word processing was the most used application at college and at home, year three saw a change in application use, with use of the Internet becoming the new leader for daily use. In fact, use of a word processor at college had dropped significantly from 38% of students who used this application daily in year two to 14% who used it in daily in year three and there had been a shift from the previous year where word processing was mostly used at college to it becoming more widely used at home than college in year three

The popularity of use of the Internet at home was closely followed by using a computer to email daily (52%), creating/listening to music (43%), leisure/games (33%), word processing (29%) and use of an Internet discussion board or chat room (28%). This was in contrast to the usage figures whilst in college where much lower frequencies were found for daily use (Internet 31%, E-mail 20%, word processing 14%, and use of a CD rom or other multimedia tool 11%).

Amongst those applications which have seen a steady rise in use over the three year period was the use of CD ROMs and other multimedia at home and the use of leisure/game software at home (see Table 16).

Table 16: Frequency of CD Rom and Game use at home (%)

	I do not use a computer here			Less than once a month			At least once a month			At least once a week			Daily		
	2005	2004	2003	2005	2004	2003	2005	2004	2003	2005	2004	2003	2005	2004	2003
CD rom /multimedia	25	35	29	17	11	10	14	25	19	17	13	17	26	16	12
Leisure /Games	29	34	25	11	16	13	12	21	12	15	14	18	33	15	19

Correlation analyses were conducted in order to determine similarities and differences in the use of computers at home and at college. Significant positive correlations ($p<0.01$ or above in all cases) were found to exist between each of the various activities for both home and college use, with the exception of home and college use of email, indicating that the students used a computer for similar activities at both home and college.

Table 17: ICT use at College and at Home (%)

At College						**At Home**				
Do not use	**Less than once a month**	**Least once a month**	**Least once a week**	**Least once a day**		**Do not use**	**Less than once a month**	**Least once a month**	**Least once a week**	**Least once a day**
12	14	14	44	14	1. Word processor	18	11	14	29	29
42	21	17	18	2	2. Database	43	26	14	10	7
44	19	16	18	3	3. Spreadsheet	43	25	17	9	6
31	24	20	19	7	4. Presentation e.g. PowerPoint	36	27	18	9	11
38	19	20	21	3	5. Desktop publishing	43	20	15	12	10
35	22	14	24	5	6.Drawing/ painting	29	22	16	14	19
45	22	11	16	7	7. Simulations, modelling tools or games	37	15	16	15	17
54	16	14	15	2	8. Control technology software	54	16	15	7	9
27	21	18	23	11	9. CD Rom / multimedia or other subject software	25	17	14	17	26
55	13	11	14	7	10. Leisure / games	29	11	12	15	33
51	17	8	12	12	11. Creating / listening to music	23	7	11	16	43
8	8	13	40	31	12. Internet by computer	20	3	9	13	55
61	16	7	9	7	13. Internet discussion board or chat room	39	11	8	14	28
31	13	13	23	20	14. E-mail	25	4	11	8	52
48	17	21	9	4	15. Scanner	37	8	20	18	16
45	16	18	15	6	16. Digital camera	37	15	17	15	17
68	12	6	9	5	17. Video conferencing	63	13	9	5	10

58	13	12	12	5	18. Virtual Learning Environment e.g. Learnwise	59	15	11	9	6
61	14	9	9	7	19. Designing own multimedia or web resources	55	15	10	9	11
68	12	9	8	4	20. A programming language	69	12	7	6	6

- *Resources Available to Students:*

The majority of students reported that both the hardware and software in college were sufficient to enable them to complete their work (83%) which was a 9% increase from the second year and a 23% increase from the first year. In response to the question, how satisfied are you with the software available in college, 87% of the students responded cumulatively that they were satisfied, which was an increase of 7% from last year and 22% from the first year.

In terms of receiving college help to use ICT in the home environment, the majority of students reported not being able to use college software at home (73%), not having ICT provision for use in the home (such as laptop computers, 82%), not being able to access their college emails from home (if they were provided with one, 55%) and not being able to access the college network from home to download work completed at college (75%). Overall these findings are very similar to the previous year and the first year of the project. The only item that was responded to positively again in this section was being able to access the college website, to which 63% indicated that they could access it from home. This positive response had also increased by 11% from the previous year.

- *Sources of Help:*

53% of the students recorded that help was usually available at home, with a further 27% also reporting that no home support was available to them.

In response to the question ‘what help is available to you at college when using a computer?’ the most frequent response was that a tutor is best placed to provide help, with 38% of responses in this category, as opposed to 26% in the previous year. In contrast to the previous year, however, after tutors help, a friend is now considered to be the next favourable option (27%), followed by a technician (4%). This is an interesting finding given that the first year of the project saw friends help being considered to be more preferable than a technician's help (25% versus 14%) in providing help to use computers at college.

- *Internet Use:*

Table 18 presents student’s responses to the question ‘what would encourage you to use the Internet more?’

Table 18: Incentives to using the Internet more (%)

	Strongly Disagree			Disagree			Agree			Strongly Agree		
	2005	**2004**	**2003**	**2005**	**2004**	**2003**	**2005**	**2004**	**2003**	**2005**	**2004**	**2003**
Easier access to a computer at home	10	6		10	13	14	28	28	40	25	26	21
Easier access to a computer at college	3	8		10	11	18	37	33	47	24	21	17
Training classes at college	11	7		18	15	23	33	34	39	12	18	14
If I had more spare time	4	3		12	6	13	39	36	45	18	28	22
Cheaper or free computers and software	4	1		8	7	15	32	32	41	29	33	24
Cheaper or free Internet access	3	3		7	5	10	30	31	43	33	35	28
If my computer skills were better	8	7		19	15	24	33	38	34	14	13	16

Barriers to Internet use remained fairly unchanged in the third year. The main issue was presented as the cost of Internet access (63% cumulative response), followed by requiring easier access to a computer at college (61% cumulative responses). The smallest obstacles to Internet use were presented as requiring training classes at college (29% cumulative disagree responses) and, unsurprisingly, students own computer skills (27% cumulative disagree responses).

- *ICT use in the Classroom:*

The students in FE were asked about the use of ICT within their subject area. As with previous years' analyses, the use of the Internet to find information remained one of the two key uses of ICT in the college classroom. At the same level of use, and in slight contrast to this more independent method of work which is perhaps more likely in the college environment, was the use of ICT for expository modes of teaching, with teachers using the computer to show and explain. Whereas the use of Internet by students had decreased in use by the second year and increased in use again by the third year, this second use of ICT increased by just eleven per cent from year two to year three. In support of this, the category 'teachers use the computer to show us what to do' was

reported by 62% of respondents, also increasing by 7% from the previous year. These two categories of response perhaps reinforce the notion that colleges are increasing their efforts to incorporate higher levels of ICT use at college. This may or may not encourage or replace the need for greater independent use of ICT in the home.

The greatest increase in levels of use from last year was in students completing project work using the computer as opposed to last year where presenting work through ICT had seen the biggest increase. However, in the second year it is interesting to note that the greatest decrease in level of use of ICT in year two was actually in 'project work using the computer'. In this, the third year, the greatest decrease was actually in using E-mail or discussion boards to talk to other students outside the classroom.

Table 19: ICT use in the Classroom

	2005 %	**2004 %**	**2003 %**
The teachers use the computer to show us notes and pictures and explain things to us	63	56	47
We find things out by looking on the Internet / WWW	67	56	60
The teachers use the computer to show us what to do	62	55	47
The teachers explain and we discuss the topic using an electronic whiteboard or the computer and projector	61	51	45
We do project work using the computer. This takes more than a week	57	42	57
The teachers give us a task or problem to do on the computer and come round to help us	49	41	47
We show our work to the whole class using the whiteboard or we put it on the computer so that everyone can see it	33	39	24
The teachers tell us the correct answer or comment on our work using the computer	42	38	35
We work in pairs or groups and discuss answers with each other when we work at the computer	43	34	30
We talk to other students outside the class using E-mail, a discussion board or chat room	14	25	25
We discuss things on the computer using E-mail, a discussion board or chat room	12	22	20

Data from Parents: Overview

The questionnaire for parents was distributed to parents of each of the children that completed a student questionnaire in order that some parity of the data may be achieved, although parents of FE students were not targeted. The return rate was disappointing with 725 responses of which the majority were from parents of children attending primary schools (75%). The responses were drawn from parents across each of the primary and secondary year groups, although some year groups such as years twelve and thirteen are under-represented.

In terms of the schools making contact with home, they were judged to be best at sending letters home with pupils, followed by telephoning. Emailing and providing access to progress reports on the web were the least used options, though both of these have increased in use since the year before. Parents overall seemed satisfied by the schools' efforts to keep them informed. The order of the methods of contact remained unchanged this year.

Self reported awareness of the computing facilities available at school was quite high. Parents of children had fairly recently looked round the ICT facilities available, with the largest number of respondents stating they had looked round this school year. Although eighteen per cent of parents had never looked round the facilities available, most parents reported the facilities as either good, or very good.

Most homes had some level of computing facility, and the percentage of parents indicating that they had a computer at home had increased steadily over the course of the three years. 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. The location of the facilities in the home was split between public spaces (living room) and more private spaces (a bedroom). Interestingly there was a definite trend for parents to make more use of computers in the living room, and for children to frequent the computers in bedrooms. Whilst this trend was slightly visible in the first year, it had become more apparent in the second year due to the general increase in levels of computer use, and had remained so in the third year.

Some degree of monitoring was reported by the parents of their child's use of the computer at home. Very few of the parents said they did not monitor their child's use of a computer. This presumably relates to the finding that the majority of parents are not at all worried about their children using a computer at home, since whilst the children are monitored in their use, the degree of parental concern is less prominent.

For those parents that did have some concerns, the major concern was the websites that children were browsing, followed by the amount of time that the children spent using a computer.

Parental knowledge of ICT was mixed from the very ICT competent to those parents who had not used a computer before. The largest category of response to the type of help parents could/did offer was that they encourage and support their child in using a number of programs. This was followed by a slightly different approach to support, in parents encouraging more independent work. In this sense a good proportion of parents claimed they tended to encourage their child to use the computer on their own. Those parents who had not used a computer before felt in the main that it was important for them to learn. The

most frequent parental use of a computer was found to be either at home or in the workplace for word processing, surfing the Internet and for emailing. Cost and time were barriers to Internet use.

Parents tended to be satisfied with the schools' attempts to keep them informed. The most common method of schools contacting parents was by sending a letter home with the child, as was the case in the previous year's analysis. Parental awareness of the ICT facilities available in school was high, with a majority considering the facilities to be either 'good' or 'very good'.

Ownership of ICT at home was also high and increasing, with most homes having at least some level of facilities available. The desktop/laptop remained the most common home ICT facility.
Children's use of a computer at home was regularly monitored and as a result of this parental concern was low. Where there were concerns, the biggest worry was the websites the children looked at.

Parental ICT competence levels were varied, but appeared to have greatly improved from previous years analyses. The most common response in terms of providing help for their children when using computers was that they felt they were able to encourage their children to use a variety of programs. However there were still a sizeable number who claimed they tended to encourage their children to use computers independently at home. There was a tendency for parents to use computers within the home or in the workplace as opposed to in a public library. Making Internet access cheaper or free would encourage more parents to use the Internet more often, as would having more free time. This finding is similar to that emerging from the FE data.

Parents Questionnaire

- *Overview*

In total, 725 of the parent questionnaires were returned, which is a decrease from 1252 last year. Of these returns, seventy five per cent were parents of primary school age children and nineteen per cent parents of secondary school age children – an almost exact replica of the previous year's primary: secondary divide. As in the previous year, more mothers than fathers responded (77% and 19% respectively). In terms of the sex of the child, forty per cent were male and sixty per cent female. Again this was very similar to last year. Reponses grouped by child's year are displayed in Table 20. The relatively low response rate obtained for this questionnaire means that the findings reported here should be read with relative caution since the opinions of those parents that did reply may not accurately reflect parental opinion overall. The fact that so few replied may mean that our findings were skewed by obtaining responses from parents who are generally more supportive of their child's education.

Table 20: Percentage Responses by Child's Year Group

Child's Year Group	Percentage of Group 2005	Percentage of Group 2004	Percentage of Group 2003
Year 1	12	12	10
Year 2	12	13	15
Year 3	11	10	11
Year 4	11	11	12
Year 5	15	12	12
Year 6	13	13	10
Year 7	6	5	12
Year 8	6	12	4
Year 9	8	7	7
Year 10	4	2	5
Year 11	0.4	2	1
Year 12	0.4	0.2	0
Year 13	0.3	0.2	0.1

- *School Contact:*

Parents were asked to indicate how good the school was at communicating with them. The schools were reported to be best at sending letters home with the child (91%, which was the same as last year), followed by providing reports on the young person's progress (84%), telephoning (70%), contacting parents if their child was absent (48%), sending letters home by post (37%), providing access to reports on their child's progress (9%) and lastly contacting parents via email (6%). Very little had changed in this analysis from the previous year, indicating that methods of contact had remained fairly static between 2004 and 2005.

- *Awareness of ICT facilities at school:*

The majority of parents this year, as in last year, had 'some idea' of the computer facilities available to their child at school (50%), with a further 39% considering themselves 'very aware'. The most common response to the question 'when did you last look round the computing facilities at school' was 'this year' with thirty four per cent of responses. This last figure had increased by 8% between year one and year two, and had changed by only 1% between year two and year three. Interestingly, nineteen per cent reported never having looked round the schools facilities, which was the same figure as in previous years. There was an overall positive rating of the school's computer facilities, with thirty two per

cent of parents indicating that they thought the facilities were 'good' – a repeat of last year, and forty seven per cent reporting that they were 'very good' which was also a repeat of the first and second year.

- *Facilities at Home:*

A large majority of parents reported having computing facilities at home (92%), which showed an increase in levels of home provision by 7% from year two and 13% from year one. The breakdown of home ICT facilities is indicated in Table 21.

Table 21: ICT Facilities Available at Home

Facility	**2005 %**	**2004 %**	**2003 %**
Desktop/Laptop	90	81	77
Printer	71	69	71
Internet	67	60	59
Email	57	53	52
Games Console	52	50	49
Scanner	42	44	47
Web Cam	17	14	13
Other	9	11	11

From the table we can see that levels of home provision of all but two of the tools covered have either increased or stayed roughly the same as last year. In terms of the most common facilities at home, unsurprisingly, ownership of a desktop or laptop is still the most common (of which 90% of parents now own one in comparison to 77% in the first year). This is followed by increased ownership of a printer (731), and access to the Internet (67%) and Email (57). The increase in ownership/access to the above facilities may be in part due to some schools policy to provide a desktop or laptop computer for home use, and in some cases Internet access, but may also be attributable to the high ICT presence in schools encouraging parents to provide more facilities in the home environment.

Parents were also asked to indicate where in the house the computer was used by themselves and by the child who brought the questionnaire home. The percentage responses to each area are displayed in Table 22.

Table 22: Location of ICT Facilities in the Home (%)

Room	**You**			**Child**		
	2005 %	**2004 %**	**2003 %**	**2005 %**	**2004 %**	**2003 %**
Kitchen	5	4	2	3	3	1
Living Room	43	39	19	30	25	15
Bedroom	28	28	16	39	36	27

There is a subtle difference in location of parental and child use, with the bedroom being the child's key location for computer use, and the living room being the parent's. The kitchen emerged as a rare location for computer use for parental and child use across all years.

- *Monitoring children's use of the computer:*

Just over half of parents reported that they always monitored their child's use of the computer at home (54%), which is slightly down from last year from 59%, although this is

still 8% higher than in year one. This was followed by thirty three per cent who said that they did sometimes monitor it, which was similar to the data collected from the second year of the project. Only two per cent responded in the 'never' category, indicating that some degree of monitoring generally always takes place. When asked how worried they were about their child's use of the computer at home parental concerns had not altered from previous years, with sixty two per cent stating that they were not at all worried. This may signify that in light of the high levels of supervision just reported, concern is relatively low. This was followed by twenty two per cent who said that they were slightly worried (a decrease of 4% from the previous year), nine per cent who were somewhat worried (an increase of 2% from 2004 and an increase of 5% from 2004) and 0.6 per cent who were very worried (an increase of around 2%).

The most common concern for parents was the websites that were being looked at by their children, which was highlighted by a quarter of all respondents. This was closely followed by the amount of time spent on a computer (24%) and then the type of activities that a computer was being used for (11%). The order of these types of concerns remained unchanged from 2004, although there have been slight fluctuations in actual figures.

- *Using ICT:*

Parents were asked to respond on a six point scale to the question 'How good are you at using computers?' to which there was a slight increase from forty three per cent to forty five per cent of parents who reported being able to use a variety of different programs to complete a task for either work or pleasure. This figure had increased by 20% from 2003, and so is very promising in terms of expertise available to children at home.

The second most common response to 'How good are you at using computers?' was that parents can use a computer but need help (27% in both 2004 and 2005 and 19% in the 2003). A further 20% claimed that they could share their knowledge of computers and the Internet with others. There were very few who said that they had never used a computer (8%), which is the same as 2004. Of course there may be a self-selection bias in the sample of parents answering this questionnaire. Nevertheless it is encouraging to see that they are predominantly active computer users.

The majority of responses in 2003 to the question regarding the amount of parental support offered to the child in using a computer at home indicated that parents tend to encourage their children to use the computer alone (22%). However in the second year this statement was recorded by 30% of respondents, but was surpassed by the statement 'I encourage and support my child in using a number of programs', which was recorded by 36% of parents (increased by 19%). In 2005, the pattern of results followed those from year two with 32% of parents who encouraged their child to use the computer alone, with a further 33% who reported that they supported their child in using a number of programmes. This suggests that whilst more parents than in the first year still encourage their children to be independent users of computers (perhaps in line with more parents than in the first year being unworried by their children's computer use), a greater percentage of parents seem able to support their children in using a wider variety of programs than in the past (as indicated above).

For those parents that had never used a computer before, they were asked how important they felt it was to learn to use one. Unsurprisingly, the majority of responses (86%) fell in the agree and strongly agree categories, which was the same as in 2004.

The following questions were only asked of those parents that had used a computer before. As with the KS2 children upwards, parents were asked where and how often they used a computer (see Table 23). Computers were used most regularly at home (classed as use on at least a weekly basis) (27%), followed by use at work (5%), at a library (2%) and at finally at the school (1%). This is contrast to the findings from year two where weekly use of a computer was highest at a parents place of work (35%), followed by home (29%).

Table 23: Locations and Frequency of Computer use by Parents (%)

	I do not use a computer here			**Less than once a month**			**At least once a month**			**At least once a week**			**Daily**		
	2005 %	**2004 %**	**2003 %**	**2005 %**	**2004 %**	**2003 %**	**2005 %**	**2004 %**	**2003 %**	**2005 %**	**2004 %**	**2003 %**	**2005 %**	**2004 %**	**2003 %**
At work	28	26	24	1	2	3	2	2	2	5	7	5	35	35	32
At my child's school	59	60	54	2	1	0.3	1	0.5	0.3	1	2	2	1	1.2	0.1
At home	9	11	10	10	7	7	9	8	9	27	28	25	31	29	24
In a public library	54	57	50	7	5	5	3	2	3	2	3	1	1	0.6	0.2

Table 24 presents a breakdown of parents' computer usage. Unlike in the previous two years, word processing is no longer the application most used on a computer by parents. Use of a computer for surfing the Internet is now the most commonly used application (65%). Whilst this has only increased slightly in use between years two and three, when coupled with a slight decrease in the use of word processing (60%) results in this now becoming the most widely used application for year three. The order of use for the other activities included in the questionnaire was the same across all three years.

Table 24: Activities a Computer is used for

Activity	**2005 %**	**2004 %**	**2003 %**
Word Processing	60	62	57
Surfing the Internet	65	63	56
Sending or receiving Email	57	57	51
Playing Games	36	38	36
Producing Spreadsheets	30	32	28
Playing/Downloading Music	26	24	22
Creating Databases	19	20	15

- *Help using computers:*

When questioned about the level of help parents feel they have to use computers, the most common response both at home and at work was that they could usually get help when they needed it (45% and 37% respectively) which has remained virtually unchanged from the previous year. However, in spite of these seemingly high levels of home help, more parents stated that there was 'never anyone who can help' when using a computer at home (15%) than at work (6%), although again this remains relatively unchanged from the previous year.

- *Using computers more:*

The data from this section of the questionnaire also demonstrated fairly similar patterns to previous years. We found that the order of importance of what would encourage parents to use computers or the Internet more has remained the same over the three year period, with only slight fluctuations in figures. The most important stimulus for all parents would be cheaper or free Internet access (67%), followed by more free time (64%), cheaper or free computers and software (59%) having cheaper of free training (52%), having training classes at school/work (48%), easier access to a computer at home (36%) and lastly if they were released from work to train (27%).

Findings Summary from the Primary and Secondary Staff Questionnaires

The findings from the Primary and Secondary 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:*

Confidence levels using ICT were high for both primary and secondary staff. Perceived skill levels had increased over the course of the previous twelve months and indeed over the three years of data collection, particularly in the primary staff.

- *ICT Access and Support:*

Access to ICT was largely in the home or school for both support staff and teaching staff. Daily use was much higher for primary and secondary teachers than support staff, both at school and at home.
Levels of ICT hardware and software in the schools were reported as being adequate to meet the needs of both teaching and support staff. This year's primary and secondary teaching and support staff competencies peaked for word processing and using communication software such as the Internet and email. Peripherals and presentation packages and equipment were also increasing their presence, in terms of staff knowledge and use of them. 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 had increased, particularly for the teachers, minimal training had been provided for authoring software, content management software (VLE's) and MIS. Laptop provision was much higher than provision of a desktop computer for home use, both for support and teaching staff. Half to three quarters of all primary and secondary teachers and support staff were usually able to access help when using ICT. Help at home was less frequently available than help at school.

- *Work Time*

Much of staff time was allocated to working directly with students, supporting learning and other student contact. Overall time in these activities which also used ICT had reportedly decreased from last year. Teachers allocated more time to these activities, but also worked longer hours in general.

- *ICT as a Motivator for Students:*

ICT as a motivator for students' learning attracted high responses from staff from both sectors. Teachers agreed that grades and competition were not the main motivator when using ICT in learning, although more primary than secondary teachers expressed this. To continue the trend from the past two years, the teachers emphasised students taking more pride in their work as a motivator when learning with ICT. It should perhaps be noted that secondary students are at a stage where grades are becoming more important, which may explain part of this difference between the sectors.

- *Views and Attitudes:*

Attitudes towards using ICT were on the whole positive, but higher for both primary and secondary staff. Staff quality of life and views on leadership and management were also quite high for both sectors and staff types, although support staff tended to respond more positively than the teachers.
Teaching staff however were more likely to state that they would like to reduce their hours and that they would like to concentrate more on teaching and learning over clerical and administrative work. Perhaps in line with this, the teachers from both sectors were more

likely than the support staff to report having to do things which they felt were not part of their job, which is the reverse of last year. Staff views on the schools as organisations were encouraging; with staff generally indicating satisfaction with the schools direction and leadership. Collaboration between and support for staff was better for primary schools than for secondary. Primary teachers and support staff both reported more positively regarding joint planning between teachers and learning/classroom assistants than the secondary staff did.
Roughly three quarters of the primary respondents and half of the secondary respondents agreed that their school's management of resources was satisfactory in terms of appropriate class sizes and use of ICT in managing resources. Primary support and teaching staff were more convinced that their schools had a well designed timetable than the secondary staff, although the secondary staff was not negative in this respect.

Findings Summary from the FE Staff Questionnaires

- *Skills and Competencies:*

The vast majority of staff held positive attitudes towards computer use. Staff enjoyed working on computers and felt that they help to improve concentration, productivity and reduce workloads. Skill levels were high and whilst the teaching staff felt their skills had increased over the past twelve months, the FE support staff were less convinced. Staff ICT competencies were highest for applications such as word processing or using the Internet or email. Knowledge of email was marginally higher for the teaching than support staff, whereas use of email was marginally higher for the support than teaching staff. Use of interactive whiteboards had increased from last year.
FE support staff generally spent more time using ICT for whole college activities, administration and supporting learning than in other tasks in which it was involved or required, whereas primary and secondary support staff allocated more time to working directly with students. The FE teaching staff allocated most of their time using ICT to working directly with students. However the ICT component of the support and teaching staff's working week was reported to be less than the non ICT component

- *ICT Access and Support:*

As in last year's analysis staff ICT activity was focused around college and home environments, and levels of use have increased in both locations (100% of support staff and 96% of teachers now using ICT daily at college). College provision of hardware and software met staff requirements. Provision was generally in the form of issuing laptops with a bias towards teaching staff. As in the primary and secondary staff, provision of hardware such as desktop computers for home use had decreased from last year.

- *Student Learning and ICT:*

The main uses of ICT in teaching were reported as teachers using ICT to present information and prepare resources, and teachers engaging students in discussion, explanation and demonstration possibly using an interactive whiteboard. The majority of teaching staff indicated that their students predominantly used ICT to help them learn about a topic, recall and report information. Teachers' reports of students using Internet and email in class time, either within or outside the classroom, had increased from last year. This supports the increased use of email and the Internet reported by the staff as well as the students, and shows that whilst the teachers themselves are currently still the main source of expertise, pupils are being encouraged to access information and expertise outside the classroom and collaborate virtually as well as in person. FE Teachers were more convinced than last year that motivation when using ICT was gained more from taking pride in their work than grades and competition.

- *Views and Attitudes:*

Whilst staff were usually positive about their quality of life as a result of working in college, support staff responses to statements in this section were more positive than teachers. The college management and leadership styles were on the whole regarded in a positive manner. Whilst support staff were more positive than the teachers, positive responses were however for support staff's views on college image, and teaching staff's views on leadership. Staff were satisfied generally with most aspects of the colleges' change and development initiatives, although support staff were far more positive in this respect. All FE support staff's responses in this section had improved from last year, and the most positive response was for the college having a strong culture of improvement. This was also the statement viewed the most positively by the teachers in this section, but the teachers were less satisfied with their college's approach to managing change (50% considering it not effective). Whilst responses had improved from last year regarding organisational processes, support staff were again more positive than the teachers. Positivity levels were lower here than for the previous sections concerning views and attitudes. Teachers' satisfaction was lower in terms of college processes for deciding between priorities. The support staff were least impressed with their college's methods for finding out views of parents and pupils. Decision making procedures attracted more mixed responses from support staff, and negative responses from teaching staff. The only statement in this section which saw greater positive than negative cumulative response from the teaching staff, both this year and last year, concerned joint planning between teachers and classroom/learning assistants. Responses were also mixed in terms of the ability of colleges' to be creative in their use of resources, and no support staff used either the 'strongly disagree' or 'strongly agree' options for this section. Teachers however were predominantly positive that there were appropriate class sizes for effective teaching and learning.

Questionnaire for Support Staff working in Further Education Colleges

- *Overview:*

In total there were 61 FE support staff that responded to the questionnaires from across the three clusters, which is 15% less than last year, and just below half the response rate in 2003. Of these 61, 38% were male and 62% were female. The age ranges of the staff are presented in Table 31.

Table 25: Percentage Responses by Age Group

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

The sample of staff included those who were new to FE (<1 year, 15%; 1-4 years service, 25%) and more experienced staff (>11 years service, 31%). 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 (79% versus 21% respectively), as was the case last year. The proportion of respondents on fixed term arrangements had however decreased fairly substantially from last year's analysis (from 36%), to show the trend of moving away from support staff on fixed term contracts. In addition to the predominant permanent trend, 82% (94% last year) were working on a full time basis. Unlike last year therefore, whilst permanent contracts have seemingly increased, the proportion of respondents in full time positions has decreased.

- *Attitudes to ICT:*

FE support staff responded less strongly in either direction than last year's sample to statements regarding the importance of ICT, with only 2% (32% last year) strongly disagreeing, but 26% (43% last year) strongly agreeing that they do not need to learn to use a computer. 38% agreed but 34% disagreed that they should learn to use a computer. This 'sitting on the fence' was more similar to 2003's responses. There were however definite positives, with 43% strongly agreeing and 51% agreeing that they concentrate better when using a computer (increasing by 12% cumulative agreement from last year and 38% from 2003). Staff also tended to report that using computers helped to reduce their workloads (87% cumulative agreement, compared to 71% last year and 62% in 2003). Self-confidence in their own skills had decreased from last year (cumulative response of 75% compared to 90% last year) but had increased from 2003 (67% cumulative response).

Table 26: Support Staff Attitudes towards ICT (%)

	Strongly Disagree			Disagree			Agree			Strongly Agree		
	2005	2004	2003	2005	2004	2003	2005	2004	2003	2005	2004	2003
I do not need to learn to use a computer	2	32	17	34	8	32	38	17	22	26	43	18

I concentrate more when I work on the computer	0	7	4	7	11	34	51	46	36	43	36	20
My use of ICT makes me more productive	5	0	4	30	3	14	36	36	42	30	61	33
Using ICT will reduce my workload	2	11	5	12	18	23	57	40	40	30	31	22
My ICT skills are better than they were 12 months ago	10	3	4	15	7	21	59	43	43	16	47	24

- *ICT Availability:*

100% of FE support staff reported daily ICT use within the college (increased from 97% last year and 63% the year before), whilst daily and weekly use at home had cumulatively decreased (79% compared to 90% last year but 47% in 2003). This may however be related to all having daily access at college, which perhaps reduces the need to use one at home. Unlike last year's data, these figures of daily use at college and home are much higher than those found for the FE students.

Use of computers in a public library has again decreased from last year's low usage figures which again may be influenced by the high levels of access in college. Despite this decrease in use, public libraries are used slightly more frequently by the FE support staff than the parents who returned questionnaires. Use in another work place is less popular than last year, with 74% not using this resource at all (compared to 50% last year). This may be affected by the greater proportion of respondents being employed on permanent contracts, and so whilst less are employed full time than last year, more have job security in their role. Computer use in another work place was however still reported daily by 12% of respondents (18% last year) and weekly by a further 12% (6% last year). Both of these figures have increased from last year, though again the response rate to the question is also higher than the previous year. The 12% using this source of ICT facilities daily is however quite high, when we take into account the response that only 18% of the sample reported themselves as being on part time contracts.

Table 27: Locations and Frequency of Computer use by Support Staff (%)

	This college			**Other work place**			**Home**			**Public library**		
	2005	**2004**	**2003**	**2005**	**2004**	**2003**	**2005**	**2004**	**2003**	**2005**	**2004**	**2003**
I do not use a computer here	0	0	10	74	50	29	5	3	24	87	83	56
I use a	0	1	5	0	1	6	5	1	5	8	13	11

computer less than once a month												
I use a computer at least once a month	0	0	4	3	1	7	12	6	7	3	0	3
I use a computer at least once a week	0	1	6	12	6	6	31	29	21	0	0	2
I use a computer daily	100	97	63	12	18	10	48	61	26	2	1	0.7

The majority of staff reported having adequate soft and hardware in college to meet their needs, with 89% cumulatively, agreeing or strongly agreeing that the hardware is suitable (identical to last year and 17% higher than 2003) and 92% cumulatively agreeing that the software is suitable (increased by 4% from last year and 17% from 2003).

- *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 and email, and word processing, as was the case last year. Despite high levels of knowledge and use of Internet and email, figures were low for Internet discussion boards and chat rooms, with figures at a similar level to those reported last year. These figures were however only slightly lower than the responses from the FE students. As seemed evident from the pupil questionnaires, knowledge and use of presentational software and interactive whiteboards was reportedly lower in this year's FE support staff than last year. However use of peripheral hardware had increased substantially, with knowledge levels roughly similar to last year. Unlike the pupils, use and surprisingly knowledge of CD ROMs has decreased from last year. This may highlight a difference in resources behind the learning activities pupils undertake, and the preparation staff put into them.

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. Levels of knowledge and use of all three of these categories were indeed lower than last year's sample. Also predictable is the finding that staff knowledge of an application translates into the frequency with which the application is used, with knowledge in most cases being slightly higher than or roughly the same as use (i.e. knowledge is a prerequisite, but does not always lead to use – see Table 28 for the full breakdown). This correspondence of knowledge and use was also found in the last two years. Interestingly however, the most used applications of word processing, Internet, email and peripherals exhibited higher levels of use than knowledge.

Table 28: FE Support Staff Knowledge and Use of ICT Applications (%)

Key 1 = I've never used this / I cannot use it here
2 = I need more basic training / I use it less than once a month
3 = I need to improve my skills / I use it at least once a month
4 = I have most of the skills I need / I use this at least once a week
5 = My skills are sufficient for my needs / I use this daily
6 = I am good enough to teach this to others (knowledge only)

Knowledge							**Use**				
1	**2**	**3**	**4**	**5**	**6**		**1**	**2**	**3**	**4**	**5**
0	2	3	16	34	44	1. Word processor	2	0	7	13	79
7	8	25	15	30	16	2. Database	21	16	12	18	33
5	7	16	15	31	26	3. Spreadsheet	16	15	8	26	34
21	5	8	18	31	16	4. Presentation software e.g. PowerPoint	33	26	16	13	12
26	8	15	16	21	13	5. Desktop publishing	43	20	15	7	16
53	3	13	18	10	3	6. Simulations, modelling tools or games	71	12	10	7	2
34	5	7	20	26	8	7. Administration and management software	39	10	10	15	26
21	8	7	16	30	18	8. CD Rom / multimedia or other subject software	34	16	12	18	20
2	0	2	15	34	48	9. Search the Internet / WWW	3	3	7	23	64
49	7	13	8	12	12	10. Creating web pages	71	12	3	8	7
41	5	12	13	20	10	11. Internet discussion boards or chat rooms	62	18	7	3	10
0	0	2	15	38	46	12. Email	3	0	0	2	95
5	2	13	8	33	39	13. Peripheral hardware e.g. scanner, printer	3	5	3	8	80
23	12	7	12	25	23	14. Digital camera	39	25	12	12	13
57	5	7	18	3	10	15. Interactive whiteboard or equivalent	66	20	7	2	7
66	5	8	12	0	10	16. Video conferencing	80	10	3	2	5
67	7	7	10	3	7	17. Authoring own multimedia or web resources	77	8	5	5	5
54	10	12	10	5	10	18. Virtual Learning Environment or other content management software e.g. Learnwise	69	10	8	7	7
67	7	7	7	7	7	19. A programming or scripting language	80	8	3	3	5

Table 29 presents a breakdown of the training that support staff had received for a range of applications. Traditional applications such as word processing, spreadsheets and presentation software such as power point received most attention in terms of the amount and quality of training received. Formal staff training in terms of a nationally recognised had increased on all but one of the categories, although this did not seem to translate into substantially increased ICT confidence from last year (table 29). The increased use of email and Internet reported in the table above has perhaps been facilitated by provision of

more and officially recognised training. It is still the case however that use of peripheral hardware and communications software, as well as VLE's and the MIS receive more informal training such as help from a friend or colleague, or are self taught applications. Provision and quality of training for the MIS has increased from last year. Over half to three quarters of staff claimed to have received no training or help to use authoring software or content management software. This is high in relation to the other forms of ICT listed.

Table 29: Training Received across Applications (%)
Key: 1 = No training or help
2 = Help from a friend or colleague
3 = Help from college ICT expert
4 = An ICT course taught by your college ICT expert
5 = An ICT course taught by an expert outside college
6 = Part of a nationally recognised qualification

	1		**2**		**3**		**4**		**5**		**6**	
	2005	**2004**	**2005**	**2004**	**2005**	**2004**	**2005**	**2004**	**2005**	**2004**	**2005**	**2004**
Application packages such as word processing, spreadsheets, presentation software	21	35	5	21	10	10	21	10	9	6	35	18
Peripheral hardware e.g. scanner, printer, digital camera, electronic whiteboard	35	33	26	33	21	10	3	6	5	4	10	8
Communications software e.g. Internet, email and video conferencing	26	39	19	28	16	11	14	4	10	10	16	8
Authoring software (packages that allow the user to build software such as visual basic or macromedia)	79	63	0	8	3	4	5	3	2	6	10	11
Content management software (VLE's)	59	58	17	7	12	18	5	11	2	1	5	1
MIS	36	61	26	8	22	13	9	8	2	6	5	3

- *College Hardware and Software support for working at home:*

Seventy nine per cent of the college support staff stated that they had been provided with laptops. This was exactly the figure reported last year, which had increased by 65% from 2003. This contrasts with the 12% (42% last year, 4% in 2003) who stated that they either received computer hardware for sole use at home, or received financial support to buy it for home use. In spite of this low figure (perhaps in line with the high proportion of staff with laptops) 41% stated that the college provided software for use at home (60% last year). These lower figures may be influenced by the high levels of access to ICT that the staff reported in their institution (table 33) with all staff using computers at work daily, making home access less important. However, 83% of respondents were able to access their college email from home (72% last year, and 23% in 2003), which is also reflected in the increased use of email by this year's FE support staff sample. In terms of accessing

files and the college website from home, 17% said that they could access their files from home (7% fewer than last year) and 57% said that they could access the college website (3% higher than last year). These figures present a mixed picture of increased and decreased provision and access for the FE support staff from home, and should be interpreted with the increased institutional access in mind.

- *Help Using ICT:*

When asked how much help the staff received when using software both at college and at home, the most frequent reply was that at college they could usually get help (81%), which had decreased from last year by 4%, but was still an improvement on the 46% stating this in 2003. At home the picture was more mixed, with 31% stating that they could usually get help, whilst a further 40% claimed there was never anyone who could help. This was largely in line with last year, and in light of the higher equipment provision in the institution compared to the home, it is not overly surprising that the support to use the equipment is also reportedly more available at college.

- *Work Time:*

As in last year's sample, over two thirds of the FE support staff reported that their working week was between 31-40 hours each week (70%) followed by 9% who work 41-50 hours a week and a further 9% who work 11-20 hours. The proportion of respondents in these categories differ from last year to the extent that there were a greater number of full than part time staff completing the questionnaire this year.

Table 30 provides a breakdown of the time spent by full and part time staff in various tasks, both without and without ICT, throughout their working week. Time spent in using ICT in general administration, closely followed by using ICT in whole college activities, accounted for substantially more staff time than other tasks. Last year the main use of time was in supporting learning, and interestingly administration was the main use in 2003, to suggest how the pattern of FE support staff's working week is changing, or it may be a reflection of individual differences. Using ICT to support learning was however the third main use of time in this year's sample. All three of these categories demonstrated much more variation amongst the sample relative to the remaining two categories, in terms of how much time was allocated to the listed activities. Whilst it could be argued that using ICT in supporting learning covers the categories of working directly with students and other student contact, these latter two categories seemed to place low demands on respondents' use of ICT time as was the case in last year's analysis.

Table 30: 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	61	4	8	4	6	2	0	2	8	0	2	0	4
Using ICT in other student contact	73	6	4	6	2	4	0	4	0	0	0	0	2
Using ICT in supporting learning	47	4	14	4	4	6	2	10	0	0	6	0	4

Using ICT in whole college activities	41	10	14	4	2	4	4	8	2	0	2	0	10
Using ICT in general administration	14	10	14	12	6	14	0	8	2	0	6	0	16

The last section of the staff questionnaires asked questions pertaining to their views about work and working in their respective college such as their quality of life and issues relating to leadership and management, which is reflected in the following presentation of the findings. One FE college, however, felt unable to complete this section and as a result their results are not included in the following analyses for support staff.

- *Quality of Life:*

Staff were asked to respond to a series of statements about their perceived quality of life as a result of working at their respective institutions. In terms of managing their own time, and feeling valued the majority of staff were very positive (94%, increased from 84% last year; and 65%, compared to 75% last year; cumulative responses respectively). Perceptions of being expected to do things that were not part of their job were less than last year, with 41% cumulative agreement, compared to 60% last year. 30% of respondents also stated that they found it difficult to unwind, which had increased by 4% from last year, and 100% of respondents cumulatively agreed in stating that they felt unable to do things which they thought should be a part of their job (increased from 24% last year and 44% in 2003). The strong majority (71% cumulative response) did not want to reduce the number of hours they worked, which is perhaps in relation to the declining proportion of respondents being employed full time over the three years of data collection (Table 31).

Table 31: Quality of Life (%)

	Strongly Disagree			**Disagree**			**Agree**			**Strongly Agree**			**Don't know**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
I effectively manage my working time	0	0	3	0	11	4	65	55	41	29	29	10	6	3	1
I find it difficult to unwind at the end of a work day	12	16	1	59	45	8	18	16	24	12	10	6	0	7	2
I feel that my work in this college is valued	0	2	4	35	7	24	59	60	24	6	15	5	0	16	1
I am expected to do things that are not a part of my job	0	2	7	53	32	19	29	44	18	12	16	13	6	5	1
I want to	12	21	8	59	60	24	18	7	19	6	5	6	6	3	2

reduce the hours I work															
I feel unable to do things which I think should be a part of my job	0	26	4	0	45	11	82	16	33	18	8	11	0	3	0

- *Leadership and management:*

Support staff views about the college leadership were on the whole positive and in all but one cases greatly improved from last year (see Table 32), which in itself was an improvement on the previous year. Response rates were however also higher than last year, which may explain a certain amount of the increased positivity. The largest increase in cumulative agreement was for the statement of a collaborative approach within staff (from 55% last year to 83% this year), and the highest level of cumulative agreement this year was for the statement that there is good support for staff (88%). Regarding the college's image with parents and the community however the staff were less positive.

Table 32: Leadership and Management (%)

In this college there is….	**Strongly Disagree**			**Disagree**			**Agree**			**Strongly Agree**			**Don't Know**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
Clarity about its aims and purposes providing a clear sense of direction	12	7	8	12	21	15	65	52	26	12	10	7	0	10	1
Good leadership	0	5	9	24	15	16	59	61	21	18	13	9	0	3	1
Good support for staff	0	3	6	12	23	12	82	48	26	6	15	6	0	7	7
A good college image with parents and the community	6	3	7	24	13	14	53	60	29	0	2	5	18	18	2
A collaborative approach within the staff	6	7	6	12	24	26	77	50	16	6	5	4	0	13	5

- *Change and Development:*

Opinions about change and development were also positive within the current sample (Table 33), and in all cases cumulative agreement had increased from the last two years. The most positive response, as in the last two years' analysis, was to college commitment

to improvement (88% cumulative agreement, compared to 74% last year and 34% in 2003). Following from this was that respondents felt there was a 'welcoming approach to external advice and support to bring about change' (81% cumulative agreement: 58% last year and 28% in 2003). Whilst last year there were mixed feelings for the statement that there is a 'readiness to accept changes to the way work is carried out' (32% disagree; 44% agree), this year 63% of staff cumulatively agreed that this was present at their institution. Thus respondents appear to be happier than in previous years with change and development patterns currently in place. This is likely to be related to the generally more positive perceptions of institutional leadership and management, as reported in table 38.

Table 33: Change and Development (%)

In this college there is….	**Strongly Disagree**			**Disagree**			**Agree**			**Strongly Agree**			**Don't Know**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
An effective approach towards managing change	6	2	6	13	24	21	63	47	24	6	3	1	13	23	4
A readiness to accept changes to the way work is carried out	6	2	5	19	32	17	50	44	27	13	3	3	13	18	4
A strong culture of improvement	6	2	5	6	10	13	75	69	28	13	5	6	0	13	6
A welcoming approach to external advice and support to bring about change	6	0	6	0	10	14	75	58	24	6	0	4	13	26	9

- *Organisational Processes:*

Table 34 displays support staff attitudes towards the way in which the college operates as an organisation. Responses to this section were encouraging, and cumulative agreement increased to all but one statement. To summarise the table below; over three quarters of respondents felt the institution had an open and reflective evaluation of its performance (81% cumulative agreement, compared to 52% last year and 34% in 2003). Two thirds also suggested their college had an effective strategy for record keeping (75% cumulative agreement, increased from 60% last year and 31% in 2003). The greatest increase in cumulative agreement from last year was for the statement regarding the institution's process for deciding between priorities, to which 69% responded agree or strongly agree (37% last year, 29% in 2003). In responses to all statements this year, cumulative agreement outweighed cumulative disagreement. Responses to the statement regarding work done in finding out parents' and pupils' views was the least positive, with only 50% cumulative agreement (decreased from 58% last year), although only 19% disagreed or strongly disagreed.

Table 34: Organisational Processes (%)

In this college there is….	**Strongly Disagree**			**Disagree**			**Agree**			**Strongly Agree**			**Don't Know**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
A good process for deciding between	0	0	7	13	27	14	69	37	24	0	0	5	19	34	8

priorities															
Open and reflective evaluation of its performance	0	3	6	6	23	11	75	45	28	6	7	6	13	21	6
A good match between what people do and their skills	6	3	6	13	15	11	63	60	27	0	2	3	19	19	9
Good work in finding out the views of parents/students	6	0	6	13	7	14	50	55	21	0	3	4	31	32	12
An effective strategy for record keeping	0	2	7	13	11	10	69	57	26	6	3	5	13	24	9

- *Decision Making:*

Staff were less positive regarding decision making in their institution, compared to their responses to leadership and management, change and development and organisational processes, and cumulative disagreement outweighed agreement to two of the five statements. Agreement was also lower than last year for three of the five statements. Staff were however most positive about having clarity in roles and responsibilities, to which 63% cumulatively agreed (56% last year, 30% in 2003). Areas where staff were less convinced regarded communication and keeping people informed (62% cumulative disagreement, compared to 34% last year and 29% in 2003); and joint planning between teachers and classroom/learning assistants, to which 50% responded that they did not know. 56% agreed that there was appropriate delegation to staff (although 31% cumulatively disagreed), and 50% felt that they were consulted on key decisions (whilst 44% felt that they were not). The picture here therefore is more mixed, with some staff satisfied but others clearly not satisfied with the way in which decisions are made and implemented in their institutions.

Table 35: Decision Making (%)

In this college there is….	**Strongly Disagree**			**Disagree**			**Agree**			**Strongly Agree**			**Don't Know**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
Appropriate delegation to staff at all levels	0	2	6	31	18	16	56	45	21	0	0	6	13	29	7
Consultation with staff on key decisions	6	7	11	38	21	17	50	52	19	0	5	4	6	13	6
Good communication and people are well informed	6	5	11	56	29	18	31	45	21	0	3	5	6	15	3
Clarity in roles and responsibilities	6	5	5	25	27	16	63	53	26	0	3	4	6	8	6
Joint planning between teachers and classroom/learning assistants	6	2	-	25	8	-	19	29	-	0	3	-	50	57	-

- *Resource Management:*

The views of staff were mixed regarding resource management within college, with a high proportion of 'don't know' responses, as was found last year. Interestingly no respondents used either the strongly agree or strongly disagree responses for either of the statements, suggesting that they felt less affected by these issues. The most positive response was to the statement concerning 'effective and efficient financial management' to which 56% cumulatively agreed (53% last year and 21% in 2003). Whist many responded 'don't know' to the statement about the school timetable, the proportion that did respond were largely positive (38% cumulative agreement, 6% cumulative disagreement). Cumulative agreement therefore had decreased from last year for this statement, but this is in line with the proportion responding that they did not know – cumulative disagreement had also decreased from the previous year.

Table 36: Resource Management (%)

In this college there is….	**Strongly Disagree**			**Disagree**			**Agree**			**Strongly Agree**			**Don't Know**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
Effective and efficient financial management	0	8	7	19	11	12	56	37	15	0	16	6	25	26	16
A well designed and equitable timetable	0	2	4	6	10	13	38	48	16	0	0	3	56	39	20

Questionnaire for Teaching Staff working in Further Education Colleges

- *Overview:*

In total there were 47 teaching staff that responded to the questionnaires from the three clusters, which is 42% less than last year. Of this 47, 43% were female and 57% male. The age ranges of the staff are presented in Table 37. From this we can see that overall, the sample was slightly older than last year, and substantially older than the FE staff sample of 2003. They were also older than this year's FE support staff respondents.

Table 37: Percentage Responses by Age Group

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

In light that the sample were on the whole older than last year, a greater proportion were experienced teachers with over 11 years of service (62%, compared to 44% last year). Whilst two thirds of these 62% reported that they had been working at that college for 11 years or more (43%, compared to 28% last year), a further 11% had worked in that institution for less than one year. 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 (94% versus 6% respectively), with 87% 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.

- *Attitudes to ICT:*

Table 38 presents FE teaching staff responses in relation to their attitudes towards ICT. The vast majority reported positive attitudes towards ICT in college. FE teaching staff voted overwhelmingly in favour of computers over books, and did so more strongly than in previous years. This is in line with the findings from the KS2, secondary and FE students' questionnaires who all responded in favour of the computer over books. 78% of staff however cumulatively reported that they did not need to learn to use a computer, which had increased from last year. This should be read with the following in mind; 87% of respondents felt that their ICT skills were better than they were one year ago (compared to 75% of the FE support staff), and 62% cumulatively agreed that the training they had received in the past year had been good.

The most favourable outcome from this section was that use of ICT increased productivity (94% cumulatively, remaining fairly stable from the 94% last year). Presumably the better skills and good training reported enabled them to enjoy the secondary benefits to productivity (as above), concentration (62% cumulatively), and reduced workload (55% cumulatively), by using and continuing to improve these skills throughout the past 12 months.

Table 38: Teaching Staff Attitudes towards ICT (%)

	Strongly Disagree			**Disagree**			**Agree**			**Strongly Agree**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
My students would learn more from reading than working on the computer	21	11	9	60	54	49	17	32	20	2	3	8
I do not need to learn to use a computer	55	54	42	23	10	28	9	25	17	13	11	5
I concentrate more when I work on the computer	6	4	2	32	32	33	49	53	41	13	11	13
My use of ICT makes me more productive	0	0	2	4	6	17	55	54	43	40	40	31
Using ICT will reduce my workload	9	14	8	36	22	36	40	42	35	15	22	15
My ICT skills are better than they were 12 months ago	2	3	2	11	10	12	55	28	49	32	59	32
The training I have received in ICT in the last 12 months has been good	7	7	7	31	27	16	51	47	28	11	19	9

- *ICT Availability:*

In terms of where staff use a computer and the frequency with which they do so, 100% of teaching staff reported daily or weekly use at college (4% weekly, and 96% daily), which only slightly increased from the similarly high figures last year. This is however lower than the unbeatable 100% of FE support staff using college ICT daily. Home use was also both high and higher than last year, with weekly or daily use at 98% (increased from 97% last year). This is substantially higher than the 79% of FE support staff using ICT daily or

weekly at home, and may be indicative of the amount of out of college preparation the two groups do, or the different levels of home ICT access the different groups have. Use of ICT in another work place increased slightly from last year, whereas use in a public library decreased with 81% never using ICT in this location.

Table 39: Locations and Frequency of Computer use by Teaching Staff (%)

	This college			**Other work place**			**Home**			**Public library**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
I do not use a computer here	0	0	10	62	33	30	2	0	9	81	77	45
I use a computer less than once a month	0	0	1	4	1	5	0	0	1	15	7	19
I use a computer at least once a month	0	0	7	4	3	6	0	4	12	4	3	4
I use a computer at least once a week	4	5	9	4	15	7	28	40	23	0	3	2
I use a computer daily	96	95	68	26	14	5	70	57	44	0	1	1

The majority of staff reported having adequate soft and hardware in college to meet their needs, with 81% cumulatively, agreeing or strongly agreeing that the hardware is suitable and 76% cumulatively agreeing that the software is suitable. Both of these figures had decreased from last year by 9% and 13% respectively from last year, and are 8% and 16% lower than the levels of cumulative agreement expressed in FE support staff responses. This suggests generally high levels of satisfaction with ICT provision, though levels of satisfaction are higher in the support than teaching staff. This may be affected by the teaching staff reporting higher levels of home use of ICT, whereby resources at home are perhaps perceived as relatively better than those available at college.

- *ICT Competencies and Training:*

As with the support staff findings and last year's teaching staff, this sample's competencies peaked for word processing and using communication software such as the Internet and email both for knowledge and use of these applications. Knowledge and use of these three applications were in fact slightly higher than the FE support staff (other than use of email), though this difference was small. Thus staff in this sample appear far greater users of email than the students or parents. In spite of the increase in knowledge and use of the Internet, both knowledge and use of CD ROMs had also increased from last year, and levels were higher in this year's FE teaching than support staff.

As was found in the FE support staff data, both knowledge and use of presentation software have decreased from last year, though levels are slightly higher than those seen for the more traditional packages of databases and spreadsheets. Whilst knowledge of the interactive whiteboard has decreased from last year's FE teaching staff, levels of use have increased. Both knowledge and use of interactive whiteboards was far higher in the FE teaching than support staff.

The findings here mirrored 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 40 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 that found in the FE support staff data.

Table 40: FE Teaching Staff Knowledge and Use of ICT Applications (%)

Key 1 = I've never used this / I cannot use it here
2 = I need more basic training / I use it less than once a month
3 = I need to improve my skills / I use it at least once a month
4 = I have most of the skills I need / I use this at least once a week
5 = My skills are sufficient for my needs / I use this daily
6 = I am good enough to teach this to others (knowledge only)

Knowledge							**Use**				
1	**2**	**3**	**4**	**5**	**6**		**1**	**2**	**3**	**4**	**5**
0	2	6	11	28	53	1. Word processor	4	0	2	11	82
9	13	13	13	22	30	2. Database	28	22	7	17	26
13	2	19	19	13	34	3. Spreadsheet	20	13	11	33	22
2	6	19	11	15	47	4. Presentation software e.g. PowerPoint	9	22	22	18	29
13	16	11	9	16	36	5. Desktop publishing	33	33	9	7	20
35	9	22	7	17	11	6. Simulations, modelling tools or games	54	20	9	7	11
13	6	11	32	26	13	7. Administration and management software	20	2	15	30	33
0	4	11	17	41	26	8. CD Rom / multimedia or other subject software	7	24	11	37	22
0	4	2	11	21	62	9. Search the Internet / WWW	2	0	2	17	78
31	16	13	11	9	20	10. Creating web pages	52	22	11	7	9
26	11	4	15	30	13	11. Internet discussion boards or chat rooms	56	24	4	11	4
0	4	2	7	30	57	12. Email	4	0	2	9	85
0	4	9	15	26	47	13. Peripheral hardware e.g. scanner, printer	2	7	9	9	74
4	9	15	17	17	38	14. Digital camera	11	17	24	28	20
11	2	13	26	21	28	15. Interactive whiteboard or equivalent	20	7	9	35	30
57	13	2	15	7	7	16. Video conferencing	87	2	4	4	2
41	13	17	11	9	9	17. Authoring own multimedia or web resources	65	9	11	11	4
21	17	17	17	19	9	18. Virtual Learning Environment or other content management software e.g. Learnwise	44	17	20	11	9
54	7	17	11	4	7	19. A programming or scripting language	76	13	9	0	2

Table 41 presents a breakdown of the training that the teaching staff have received for a range of applications. Formal training on traditional applications such as word processing,

spreadsheets and presentation software such as power point received most attention, as for the support staff, and this had increased greatly from last year. Official qualifications in such applications were however reported by 9% more FE support than teaching staff. Formal staff training to use Internet and email had also increased substantially from last year and relative to the other listed applications. The application for which any form of training, informal or formal, was least evident was for authoring software, as was the case in the FE support staff. Interestingly the FE support staff felt they had received more formal training on communications software than the teachers, whilst the teachers reported higher levels of knowledge and use regarding Internet, and higher levels of knowledge of email. This was also reported last year. Perhaps the teachers reported lower levels of formal training in communications software in line with their already greater levels knowledge and use.

Teaching staff were far less likely than this year's FE support staff to report having received no training or help in using VLE's or an MIS. Teachers' perceptions of no training on these applications had also decreased by 15% and 21% from last year respectively, though there were no reports of any FE teaching staff having completed an official qualification in these areas (unlike the FE support staff where some qualifications were evident). Interestingly, this proportion of approximately a third of respondents reporting no help using these two applications is the same proportion as those reporting no help in using communications software. In light of evidence from table 41 however, it would seem that a vast number of staff have not received training in the communications software as it is not needed for current uses of the software. It is also important to note here that earlier in the questionnaire the majority of the FE teaching staff reported positive attitudes to the ICT training they had received in the last 12 months.

Table 41: Training Received across Applications (%)

Key: 1 = No training or help
2 = Help from a friend or colleague
3 = Help from college ICT expert
4 = An ICT course taught by your college ICT expert
5 = An ICT course taught by an expert outside college
6 = Part of a nationally recognised qualification

	1 %		**2 %**		**3 %**		**4 %**		**5 %**		**6 %**	
	05	**04**	**05**	**04**	**05**	**04**	**05**	**04**	**05**	**04**	**05**	**04**
Application packages such as word processing, spreadsheets, presentation software	19	12	21	35	19	19	16	15	0	5	26	11
Peripherals such as scanners, printers, digital cameras, and electronic whiteboards	19	14	37	26	23	33	9	17	9	4	2	1
Communication Software such as the Internet, email, and video conferencing	33	28	35	28	9	25	12	6	0	0	12	5
Authoring Software (packages that allow the user to build software such as visual basic or macromedia)	63	64	16	9	12	12	5	3	2	3	2	4
Content Management Software (VLE's)	33	48	19	15	35	19	12	6	2	4	0	1
MIS	30	51	33	16	28	14	9	6	0	4	0	0

- *College Hardware and Software support for working at home:*

Eighty four per cent of the college teaching staff stated that they were provided with college laptops, which is an identical figure to last year, and more than double the proportion of staff with college laptops in 2003. It is also 5% higher than provision reported by the FE support staff. Only 40% of respondents however stated that they either received computer hardware for use at home, or received financial support to buy it for home use, which is 20% fewer than last year but 24% more than in 2003. The figure regarding hardware provision had also decreased in this year's FE support staff compared to last year's sample, whereby teachers were still the main recipients of hardware for home use, by 28%. The trend for laptops over home hardware has therefore continued from last year, and is getting stronger with the decreases in hardware provision to both teaching and support staff in the institutions from which data were collected. As with the FE support staff however, provision of software for home use was higher than hardware, with 51% of FE teachers claiming to have received software from their institution. This is still however not as high as the proportion with laptops.

A figure similar to the proportion with laptops stated that they were able to access their college email from home (86%), which had increased by 25% from the previous year and 61% from 2003. This is similar to the 83% of support staff reporting they could access college email from home, which matches the similar levels of email use reported by the two groups. 37% said that they could access their files from home and 42% indicated that they could also access the college website from home, both of which have increased from last year. These figures of increased provision and access for the FE staff – teaching and support – are very promising, and have most likely influenced the perceptions of increased self confidence in knowledge and use of ICT.

- *Help Using ICT:*

ICT support at college was available for almost all staff with only 2% reporting that there was no support. For 71% this support was reportedly available whenever needed. In terms of ICT support at home responses were much more varied, with 52% claiming there was never anyone who could help (increased by 3% from last year), and a further 48% reporting that there was usually or always someone who could help. This may however be a reflection of the apparently high levels of knowledge the teaching staff reported for many applications that they use more frequently, which raises the demands for any help they may need. In spite of this help at home to use ICT was slightly more available to this year's FE support staff than the teachers.

- *Learning activities, student and tutor roles:*

Table 42 presents the various roles tutors take during teaching. There were three key activities that the tutors engaged in on a frequently or most of the time, two of which were the same as last year. As was found last year, the most responses in either the 'frequently' or 'most of the time' categories was for the statement of teacher as main source of expertise using ICT to present information and prepare resources (65% cumulatively, increased from 52% last year and 30% in 2003). The next most frequently used activities/roles was for the statement that the teacher engaged the class in discussion, explanation and demonstration possibly using an interactive whiteboard (51% cumulatively, also 51% last year but only 10% in 2003). The third most popular activity was guiding students by demonstrating and modelling using ICT, reported by 49% of respondents for 'frequently' or 'most of the time' (43% last year and only 16% in 2003).

Use of all the activities increased or stayed the same as last year in all but two cases. The greatest increase from last year for use ‘frequently’ or ‘most of the time’ was for the statement of providing opportunities for pupils to share experiences and discuss alternatives using ICT within the classroom such as through email. This high level of use was still only reported by 25% of respondents however (increased from 9% last year). The second greatest increase was for facilitating pupils in using ICT to communicate with others outside the classroom, again such as through email or the Internet (23% cumulatively, increased by 14% from last year). This supports the increased use of email and the Internet reported by the staff as well as the students, and shows that whilst the teachers themselves are currently still the main source of expertise, pupils are being encouraged to access information and expertise outside the classroom.

These findings appear to support the apparent combination of expository teaching and independent learning indicated from the student data sources, the latter of which saw far greater increases in use from the previous year, whilst not replacing more traditional methods of instruction which still dominate. The statement however that students present their work to the whole class showed only small increases from last year and remained at a low level in terms of frequency of use within learning activities. Those statements where a decrease in high frequency use was noted relative to last year concerned using ICT to give hints to pupils, and allowing pupils to work in pairs to share experiences and discuss alternatives. Thus virtual group work of pupils emailing each other inside and outside the classroom is perhaps being favoured over physical group work in class.

Table 42: Learning activities, student and tutor roles

Key 1 = Never 4 = Regularly,
2 =Rarely 5 = Frequently,
3 = Occasionally 6 = Most of the time.

	1			**2**			**3**			**4**			**5**			**6**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
I am the main source of expertise about a topic.	0	1	18	5	3	11	13	26	19	18	19	19	26	17	8	39	35	22
I use ICT to present new information and prepare resources																		
I guide students by demonstrating and modelling using ICT	3	3	33	8	7	9	21	28	21	21	19	16	23	21	7	26	22	9
I engage the class in discussion, explanation and demonstration using ICT e.g. using an interactive	8	5	53	5	4	15	23	22	10	13	19	10	15	20	5	36	31	5

whiteboard																		
I create structured tasks or problems that use ICT and circulate whilst students work.	13	9	41	15	12	6	18	27	17	15	16	11	13	15	9	26	21	9
I use ICT to give hints, clues and feedback	8	6	44	10	12	17	41	30	15	13	20	7	13	16	5	15	16	7
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	15	4	38	18	17	10	26	32	23	21	21	10	15	11	8	5	15	6
I provide opportunities for students to share their experiences and discuss alternative responses using ICT within the classroom e.g. using Email	18	25	52	18	24	13	28	26	15	10	17	7	15	5	6	10	4	3
I provide opportunities for students to present their work to the whole class e.g. using an interactive whiteboard	15	11	57	21	9	15	39	42	16	10	24	3	8	7	4	8	7	1
I facilitate students in	0	3	17	10	10	7	31	32	23	21	22	27	26	25	15	13	9	9

accessing resources or other sources of expertise outside the class e.g. using the Internet																		
I facilitate students in using ICT to communicate with other students outside the classroom e.g. using Email or the Internet	26	32	42	21	22	15	26	24	18	5	14	8	15	4	7	8	5	5
I facilitate students in using a range of ICT resources to create their own project work over a number of weeks	21	4	25	5	10	12	23	33	18	18	25	20	15	16	13	18	12	8

- *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, recall and report information (94%), which had increased by 3% from last year. 84% of teachers reported that their students use ICT that helps them learn to solve problems (79% last year). 82% of teachers reported that their students used ICT to collect, interpret, analyse and report data (79% last year), and that their students used ICT to visualise and understand difficult ideas (77% last year). 74% felt ICT helped their students learn practical skills through drill and practice (65% last year), whilst 71% of the FE teachers stated that students and teachers use ICT that helps them discuss, compose and respond to each others' ideas and viewpoints (77% last year).

The most common answer to the question 'how collaborative are your ICT lessons' was that students have opportunities to gain access to other expertise outside the classroom e.g. through use of the Internet, intranet or library (95%), which supports the increase in pupils using ICT and the Internet to email or other students and access outside expertise. This was also the most responded item last year, but had still increased by 10%. Following this, the next most given response regarding collaboration in lessons was that pupils tend to work individually (87%), which supports the reported decrease in group work identified in table 42. Whilst 55% of respondents did state that collaboration with ICT was through group work, this had reduced from 76% last year.

- *ICT as a Motivator for Students:*

Responses to the statement that students learning with ICT were motivated mainly by grades and competition were more decisive than last year. 66% of respondents felt this was not the main motivation for their pupils, compared to 60% last year. Instead they were more convinced that their pupils' were more focussed on taking pride in their work, with 90% (compared to 65% last year and 40% in 2003) agreeing with the statement 'Students learning with ICT are actively engaged in their work and take pride in doing a good job'. As was found last year, teachers tended to agree with the statement that 'students learning with ICT are so excited they spend extra time and effort doing their work' (66%, increased from 58% last year).

- *Student responsibility for their own learning with ICT:*

The teaching staff were also asked to provide some indication of how autonomous the students were in determining their own learning with ICT. Their responses to the three statements presented in Table 43 demonstrate that student autonomy was generally higher than last year, which in itself was higher than 2003. Overall as was found last year however, teachers still appeared to be largely responsible for setting and evaluating students' learning goals, though students were becoming increasingly involved in the process.

Table 43: Student responsibility for their own learning with ICT (%)

Key 1 = Never 4 = Regularly,
2 =Rarely 5 = Frequently,
3 = Occasionally 6 = Most of the time

	1			**2**			**3**			**4**			**5**			**6**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
Teachers set the learning goals, design activities and assignments, monitor progress and grade assignments	5	0	7	5	3	10	8	15	12	16	37	12	27	19	15	38	22	20
Teachers discuss learning goals with student. Students select assignments from a range of options and share responsibility for monitoring progress	11	4	17	22	14	15	19	27	16	16	32	12	24	11	9	8	6	9
Students are	24	10	26	35	24	20	5	25	15	22	22	7	8	10	8	5	4	1

involved in the process of setting learning goals and assignments. They set their own timelines and monitor their own progress																	

- *Access to ICT applications and networks*

The network with highest levels of access across locations was the curriculum network, as was reported last year. This is not surprising, in light that it was the teachers who were being questioned about access. The management network was however much more accessible in all locations compared to last year. Indeed the proportion of respondents claiming access to all networks had increased from last year in five of the six locations listed, and it was the classroom where this did not exceed last year's figures. The classroom was also the most likely location (excluding location 'other') to be not networked (17%). However, this 17% was still half or less than half the number of respondents stating they could access all networks (33%) or at least the curriculum network (42%) from this location.

Table 44: Access to ICT applications and networks

Area	**Network**							
	All networks		**Management network**		**Curriculum network**		**Not networked**	
	05	**04**	**05**	**04**	**05**	**04**	**05**	**04**
General office	53	41	19	10	19	38	8	11
Department office	47	41	22	9	17	42	14	9
Your classroom(s)	33	46	8	3	42	47	17	5
Staffroom	50	32	17	10	22	41	11	17
Library	50	41	8	5	28	51	14	4
Other	36	22	0	3	19	65	44	10

- *Increasing provision of ICT applications in the college*

58% of the teaching staff felt there was a need to increase the provision of ICT applications, relative to their role in the college (down from 62% last year). In support of this 40% felt more provision was needed in working directly with students (58% last year); 32% claimed more applications would benefit staff in supporting student learning (58% last year); 30% wanted more for administration purposes (56% last year); 26% to support other student contact (54% last year); and 19% for whole institution activities (51% last year). This presents a picture of staff being happier with the level of ICT in college than last year, as all of these levels were substantially lower than last year, with decreases ranging from 18% to 32%. The order of where more ICT was requested however was the same as last year, with resources for working directly with students being top priority, and whole institution activities least important.

The most common reason given for ICT not needing to increase was that current levels were satisfactory (11%). 2% felt that the specific roles they carried out did not require more ICT applications. Levels of those stating more ICT was not necessary were lower than last year.

- *Work Time:*

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. 40% of teaching staff reported working 41-50 hours a week; 37% stated 31-40 hours each week; 21% stated 51-60 hours a week; and 3% stated 21-30 hours. This spread of work hours differed from the FE support staff, in that the teaching staff tended to work more hours, whilst none of the support reported working longer than 50 hours each week.

Teaching staff were asked whether or not they performed the roles listed in table 45, and if so, whether they used ICT in this. Responses overwhelmingly confirmed that the teachers did perform these roles (ranging from 76% to 95%). Use of ICT also emerged as a key element in performing these tasks; with responses ranging from 51% for use of ICT in whole college activities (77% last year), to 89% for use of ICT in working with students directly and in supporting learning.

Table 45 provides a breakdown of the time spent by part and full time teaching staff in the same tasks asked of the support staff throughout their working week. In contrast to the support staff data, the teaching staff unsurprisingly reported spending most of their time working directly with students, as was found last year. Few teachers allocated time to using ICT in other student contact or working directly with students, but they could have interpreted these activities as incorporated within the working directly with student's category. Conversely, support staff allocated more time to the use of ICT in supporting learning, whole college activities, and administration than teaching staff. This repeated the difference in allocation of time to various uses of ICT between the teaching and support staff from last year's analysis.

Table 45: 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	5	3	8	3	0	11	11	8	11	0	24	0	16
Using ICT in other student contact	24	24	27	8	8	3	3	0	3	0	0	0	0
Using ICT in supporting learning	5	5	22	11	22	14	5	8	3	0	0	0	5
Using ICT in whole college activities	16	38	22	5	0	5	0	8	3	0	3	0	0
Using ICT in general administration	8	30	32	8	16	5	0	0	0	0	0	0	0

As with the support staff questionnaire, the teaching staff were asked to provide their views on college life, the findings of which make up the next section of the report. Please note that as with the previous section the following data are from two FE Colleges only.

- *Quality of Life:*

Staff were asked to respond to a series of statements about their perceived quality of life as a result of working at their respective institutions (see Table 46). In terms of managing their own time, feeling valued and enjoying work, the majority of staff felt positively (82%, 59% and 91% cumulative responses respectively). Responses to the first two were however 12% and 6% below the response levels given by the support staff, to suggest overall satisfaction with quality of working life was higher in the FE support than teaching staff samples. In line with this, 51% of the teaching staff cumulatively agreed that they found it difficult to unwind at the end of a work day (the same proportion as last year), whereas only 30% of support staff reported the same. Furthermore, and taking account of the figure that teaching staff overall reported working more hours each week than the support staff, 64% of the teachers stated that they wanted to reduce the hours they work (compared to 24% of support staff), and this had increased by 8% from last year. The teaching staff also reported a firm belief that they should be able to spend less time on clerical tasks and focus on teaching (100%, increased from 85% last year). Unlike last year where the opposite was found, teachers were more likely than support staff to report being expected to do things that were not part of their job (this year: teachers 78%, support staff 41%; last year: teachers 43%, support staff: 60%).

- *Table 46: Quality of Life (%)*

	Strongly Disagree			**Disagree**			**Agree**			**Strongly Agree**			**Don't know**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
I effectively manage my working time	0	0	4	14	14	9	59	55	29	23	18	12	5	4	1
I find it difficult to unwind at the end of a work day	5	8	7	41	32	12	46	37	23	5	14	12	5	1	1
I want teachers to spend less time on clerical and administrative work and more time on teaching and learning	0	1	4	0	0	1	41	27	15	59	58	34	0	1	1
I feel that my work in this college is valued	14	12	6	27	12	14	50	51	28	9	4	6	0	11	2
I am expected to do things that are not a part of my job	0	8	1	18	33	17	55	33	20	23	10	15	5	6	1
I want to reduce the hours I work	0	3	2	32	21	14	46	33	22	18	23	15	5	8	2
I feel unable to do things which I think should be a part of my job	9	14	5	55	36	20	27	30	15	9	7	15	0	4	1
I enjoy my work most of the time	0	3	3	9	6	7	64	63	36	27	11	10	0	3	0

- *Leadership and management:*

Teaching staff views about the college leadership were similar to last year, but far less positive than those seen in this or last year's FE support staff. On the whole teachers tended to be divided between agree and disagree, with only the final statement (table 47)

regarding collaboration receiving any responses in the strongly agree column. For the support staff however, two statements received no responses in the strongly disagree column. The main source of teachers' concern according to table 47 was the presence of good leadership, which 41% felt was present but 55% felt was not present in their institution. Following this was the issue of collaboration within staff, which despite being the only statement with which some respondents strongly agreed, received 51% cumulatively agreeing and 41% cumulatively disagreeing. For the support staff their main worry regarding leadership and management was college image with parents and community, with which 53% cumulatively agreed but 30% cumulatively disagreed.

Table 47: Leadership and management (%)

In this college there is….	**Strongly Disagree**			**Disagree**			**Agree**			**Strongly Agree**			**Don't Know**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
Clarity about its aims and purposes providing a clear sense of direction for staff	5	11	7	32	18	15	59	53	26	0	4	3	5	4	4
Good leadership	9	10	9	46	25	13	41	44	25	0	6	5	5	4	1
Good support for staff	9	12	5	32	25	17	55	40	27	0	7	2	5	4	2
A good college image with parents and the community	5	8	4	46	12	10	36	45	25	0	4	5	14	19	10
A collaborative approach within the staff	5	14	4	36	18	17	46	48	27	9	6	5	5	6	1

- *Change and Development:*

Opinions about change and development are presented in Table 48. The most positive response over all three years of data collection was to college commitment to improvement (69% cumulative response, showing an increase from last year's figure of 14%. This also identified that the FE teaching and support staff found this element to be the most positive aspect of the colleges' change and development at present and over the past three years. Staff were also positive about the colleges' readiness to accept changes to the way work is carried out, with 59% indicating that this was something the colleges did well (increased by 19% from last year). However a further 41% felt their college did not cover this aspect well. 50% of the teachers (compared to only 19% of FE support staff) felt that the college did not have an effective approach towards managing change. This figure of cumulative disagreement had increased by 12% from last year, although the proportion of teaching staff feeling that their college did have this feature had also improved (46% this year, 42% last year). Thus teaching staff are more divided regarding this aspect.

Table 48: Change and Development (%)

In this college there is….	**Strongly Disagree**			**Disagree**			**Agree**			**Strongly Agree**			**Don't Know**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
An effective approach towards	9	15	8	41	23	20	41	41	20	5	1	2	5	8	4

managing change															
A readiness to accept changes to the way work is carried out	9	6	4	32	29	15	50	37	27	9	3	2	0	14	5
A strong culture of improvement	5	7	4	27	21	11	55	49	28	14	6	7	0	4	4
A welcoming approach to external advice and support to bring about change	5	3	3	27	23	14	46	43	27	9	3	1	14	15	9

- *Organisational Processes:*

Table 49 displays teaching staff attitudes towards the way in which the college operates as an organisation. Responses to this section were quite mixed, ranging from 23 to 64 per cent cumulative agreement, which was fairly similar to last year's teachers. It is promising to see that the statement receiving the most cumulative agreement both this year and last year, was the statement of 'an effective management strategy for teaching and learning using ICT'. This acquired 64% cumulative agreement. This is likely to be related to findings reported earlier of staff's improved ICT confidence, and opinions that they have had good ICT training over the past 12 months. The statement improving most from last year was that there is good work in finding out the views of parents and pupils which increased from 42% last year to 51% cumulative agreement this year. This cumulative agreement was just one per cent higher than the 50% of FE support staff reporting the same. All other statements received higher cumulative agreement by the support staff than teaching sample (the statement regarding teaching and learning did not appear on the support staff questionnaire). The statement however with the largest proportion of cumulative disagreement amongst the teachers this year was that there is a good process for deciding between priorities, which 64% of teachers cumulatively disagreed with. This was the opposite of this year's FE support staff, 69% of whom felt this was present in their institution. A number of teaching staff responded positively to the statements regarding college's record keeping (60%), openness regarding its performance (51%), and match between what people do and their skills (41%). Indeed the extent of positivity increased for five of the six statements from last year, in spite of the high cumulative disagreement to the first listed statement.

Table 49: Organisational Processes (%)

In this college there is….	**Strongly Disagree**			**Disagree**			**Agree**			**Strongly Agree**			**Don't Know**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
A good process for deciding between priorities	9	7	5	55	29	21	23	22	12	0	0	2	14	32	13
Open and reflective evaluation of its performance	5	7	3	41	22	15	46	43	25	5	3	4	5	16	7
A good match between what people do and their skills	9	7	4	41	18	17	36	44	18	5	3	5	9	19	9
Good work in finding out the views of	9	8	7	23	25	21	46	41	17	5	1	2	18	15	6

parents/students															
An effective strategy for record keeping	5	3	3	23	22	14	55	49	30	5	4	4	14	12	3
An effective management strategy for teaching and learning using ICT	5	4	4	27	15	20	55	52	20	9	8	2	5	10	7

- *Decision Making:*

As in last year's analysis, teaching staff overall displayed negative opinions toward aspects of college decision making, although levels of cumulative positive responses had increased or stayed roughly the same on four of the five statements. The only statement which saw greater positive than negative cumulative response (both this year and last year) was regarding joint planning between teachers and classroom/learning assistants, with 41% positive (increased by 5% from last year) and 32% negative (also increased by 5%) response rates. The support staff this year however were far less convinced about occurrence of joint planning, with only 19% agreeing (no support staff strongly agreed with any of the decision making statements this year), and 31% cumulatively disagreeing.

The highest amount of discontent within this teaching staff sample concerned consultation with staff on key decisions, which acquired 73% cumulative disagreement (compared to 48% last year), and 28% agreement (34% last year). Following this were opinions regarding communication (60% disagreement), clarity in roles and responsibilities (59% disagreement), and appropriate delegation to staff at all levels (55% disagreement).

Table 50: Decision Making (%)

In this college there is….	**Strongly Disagree**			**Disagree**			**Agree**			**Strongly Agree**			**Don't Know**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
Appropriate delegation to staff at all levels	5	10	6	50	32	18	46	37	16	0	0	2	0	12	12
Consultation with staff on key decisions	9	18	9	64	30	25	23	33	12	5	1	4	0	3	3
Good communication and people are well informed	14	22	9	46	34	17	36	30	22	5	4	3	0	0	3
Clarity in roles and responsibilities	9	14	7	50	36	21	36	36	17	0	1	2	5	4	6
Joint planning between teachers and classroom/learning assistants	9	4	4	23	23	15	36	30	12	5	6	5	27	26	13

- *Resource Management:*

Staff responded fairly similarly to last year regarding resource management within the college although there were decreases in positive responses and increases in negative responses from last year for all four statements. The most positive teaching staff response was to the statement that there were 'appropriate class sizes for effective teaching and learning' which acquired 64% cumulative agreement (67% last year). This statement was

not on the support staff questionnaire. The teachers were less positive than last year or the FE support staff about the college having an effective and efficient financial management - only 23% of this year's teaching staff cumulatively agreed that this was the case, compared to 37% of teachers last year and 56% of this year's support staff. More teachers than support staff however responded positively to the statement about their timetable, with 41% of teachers but 38% of this year's support staff considering it well designed. It is however important to note that a greater proportion of teachers responded to this statement, as a further 41% also responded negatively about the timetable, compared to only 6% of support staff.

Table 51: Resource Management (%)

In this college there is….	**Strongly Disagree**			**Disagree**			**Agree**			**Strongly Agree**			**Don't Know**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
Effective and efficient financial management	14	15	9	41	10	15	23	34	16	0	3	4	23	29	9
A well designed and equitable timetable	5	11	7	36	29	14	41	40	21	0	3	4	18	8	8
Appropriate class sizes for effective teaching and learning	0	8	9	36	12	17	64	60	19	0	7	4	0	0	3
An effective use of ICT in managing resources	9	1	7	32	19	13	46	53	10	5	4	3	9	12	20

Questionnaire for Support Staff working in Primary Schools

- *Overview:*

In total 23 institutions submitted responses for this questionnaire. The total number of support staff that responded was 120 from across all three clusters (an increase of 7% from last year). Of these, only 11 were male (9%) with the overwhelming majority being female (109/91%), which is a very similar split to last year. The age ranges of the staff are presented in Table 52 demonstrating that whilst the sample has got slightly older, there has been little variation in the ages of the primary support staff respondents over the three years.

Table 52: Percentage Responses by Age Group

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

The sample of staff included those who were new (<1 year, 3%; 1-4 years service, 25%) and more experienced staff (>11 years service, 32%). This is fairly similar to last year's distribution. Just over half of the support staff in primary schools was employed on a permanent contract (55%) with a further 45% employed on a fixed term contract. In contrast to the support staff working in FE, the split between full time and part time members of staff was lessened, with two thirds of the staff working on a full time basis (66%) and a further 34% working on a part time basis.

- *Attitudes to ICT:*

The support staff working in primary schools were more likely than in previous years to agree with the statement that they do not need to learn how to use a computer (50% cumulative agreement but also 50% cumulative disagreement this year, compared to 38% cumulative agreement last year and 8% in 2003, suggesting they either do not see the need for computers in their role, or have greater confidence in their current skill level that further learning is not as necessary. In FE however 64% felt that they did not need to learn to use a computer although as described earlier staff were very divided across the four categories of agree and disagree. The figures below should provide insight into whether the staff consider ICT important, and whether learning to use ICT is less necessary than in previous years due to a higher level of skill.

This interpretation is supported by the findings from the rest of this section of the questionnaire. For example, there has been a significant shift in the view that computer use aids concentration with 76% of staff this year cumulatively agreeing that computers increase concentration as opposed to 72% last year. An astonishing 95% felt that using ICT helped to reduce their workload, which would suggest that they do indeed find it important in their role. However the primary support staff were less sure than last year's sample that ICT makes them more productive (54% cumulative agreement this year compared to 63% last year).

In terms of perceived ICT skills and the training that staff have received, 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. 81% of respondents this year cumulatively agreed that their ICT skills have improved over the course of the last twelve months (see Table 53).

Table 53: Support Staff Attitudes towards ICT (%)

	Strongly Disagree			**Disagree**			**Agree**			**Strongly Agree**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
I do not need to learn to use a computer	5	42	54	45	21	39	44	26	5	6	12	3
I concentrate more when I work on the computer	2	5	6	23	23	60	56	57	27	20	15	7
My use of ICT makes me more productive	3	11	3	43	16	33	44	47	54	10	26	9
Using ICT will reduce my workload	2	11	4	3	28	45	49	43	43	46	19	7
My ICT skills are better than they were 12 months ago	3	1	4	16	7	26	60	45	57	21	47	12

- *ICT Availability:*

The vast majority of staff reported daily or weekly ICT use within school (73% daily – increased from 62% last year – and 18% weekly – decreased from 30% last year), which suggests that a proportion of staff who used ICT weekly last year have now increased the frequency of their institutional usage to every day. This is however lower than the 100% of FE support staff reporting daily institutional use. Home usage had also increased slightly from last year, with 41% (38% last year) reporting daily use, and a further 41% (40% last year) reporting weekly use. This was more similar to the 79% of FE support staff using ICT at home on either a daily or weekly basis.

Use of computers in a public library by primary support staff was similar to the use by support staff in FE in that very few respondents used the facilities provided by a library (88% do not use a computer here, compared to 83% last year, and 87% by this year's FE support staff). This is unsurprising given that the majority report frequent use either at home or work and therefore presumably have little need to make use of other facilities.

The majority of staff reported having adequate soft and hardware in school to meet their needs, with 97% cumulatively agreeing or strongly agreeing that the hardware is suitable and 95% cumulatively agreeing that the software is suitable. Both of these figures show increased levels of satisfaction with the ICT resources relative to last year and 2003; with increases of 6% from last year and 16% from 2003 for hardware provision, and 5% from last year and 18% from 2003 for software. These figures were slightly higher than those reported by this year's FE support staff.

- *ICT Competencies and Training:*

As with previous questionnaires, support staff competencies peaked for using communication software such as the Internet and email, and word processing (see Table 54). Unlike last year however, knowledge of peripheral hardware and the digital camera was also at a high level, which was also seen as a change from last year in the FE support and teaching staff. Use of the hardware had also increased substantially, whereas use of the digital camera within this sample of primary support staff was reportedly the same as last year.

Equally knowledge of presentation software had increased, whereas use was similar to last year. Knowledge and use of interactive whiteboards had however increased to 41% reporting having sufficient skills or being good enough to teach (26% last year), and 37% reporting daily or weekly use (24% last year) respectively. This was much higher than the 13% and 9% levels of high knowledge and use of the interactive whiteboard indicated by this year's FE support staff. Interestingly the primary support staff had higher levels of knowledge than the FE teachers, where 39% claimed having sufficient skills or being good enough to teach. Unsurprisingly however the FE teachers were more likely to report high use levels (65% report daily or weekly use). Knowledge and use of video conferencing, authoring multimedia resources, using a VLE, or programming and scripting language remained relatively low, as was found for the FE support staff.

Table 54: Primary Support Staff Knowledge and Use of ICT Applications (%)

Key 1 = I've never used this / I cannot use it here
2 = I need more basic training / I use it less than once a month
3 = I need to improve my skills / I use it at least once a month
4 = I have most of the skills I need / I use this at least once a week
5 = My skills are sufficient for my needs / I use this daily
6 = I am good enough to teach this to others (knowledge only)

Knowledge							**Use**				
1	**2**	**3**	**4**	**5**	**6**		**1**	**2**	**3**	**4**	**5**
5	5	17	17	37	20	1. Word processor	10	9	10	33	38
30	10	25	10	20	5	2. Database	54	19	9	8	10
28	13	29	7	19	6	3. Spreadsheet	53	25	11	8	3
19	11	22	9	24	15	4. Presentation software e.g. PowerPoint	31	33	17	17	3
35	9	19	8	19	9	5. Desktop publishing	44	27	11	13	5
24	13	18	18	25	3	6. Simulations, modelling tools or games	34	33	11	15	8
61	11	10	4	8	6	7. Administration and management software	75	8	3	4	9
16	13	16	18	27	11	8. CD Rom / multimedia or other subject software	24	27	15	21	13
3	8	8	12	33	38	9. Search the Internet / WWW	5	12	7	28	48
73	7	10	3	5	3	10. Creating web pages	88	3	5	3	1
61	8	8	7	14	3	11. Internet discussion boards or chat rooms	82	8	3	5	2
9	6	13	13	33	27	12. Email	17	20	12	18	34
13	6	13	10	42	18	13. Peripheral hardware e.g. scanner, printer	16	9	8	24	43
11	10	12	9	33	25	14. Digital camera	17	23	26	25	9
23	11	13	12	30	11	15. Interactive whiteboard or equivalent	28	20	16	20	17
66	9	12	4	8	2	16. Video conferencing	77	13	8	3	0
71	8	13	3	6	1	17. Authoring own multimedia or web resources	81	9	6	3	1

62	9	14	9	5	1	18. Virtual Learning Environment or other content management software e.g. Learnwise	68	10	12	5	5
77	7	10	2	3	2	19. A programming or scripting language	86	8	5	2	0

Table 55 presents a breakdown of the training that support staff had received for a range of applications. Traditional applications such as word processing, spreadsheets and presentation software such as power point received most attention in terms of the amount and quality of training received and it is worthy of mention that earlier in the questionnaire 81% of staff had indicated that their ICT skills were better than they were 12 months ago.

Although the proportion of respondents reporting having received no training or help to use authoring software, VLE's or an MIS are higher than all other applications (ranging from two thirds to three quarters), this proportion has decreased from last year. Those who do receive help on such applications however tend to do so informally, from a friend or colleague, or institutional ICT expert. This lower level of support for such applications may explain the figures of low knowledge and use of other applications in table 55. Nationally recognised qualifications were rare for all applications other than the more traditional packages.

Table 55: Training Received across Applications (%)

Key: 1 = No training or help
2 = Help from a friend or colleague
3 = Help from school ICT expert
4 = An ICT course taught by your school ICT expert
5 = An ICT course taught by an expert outside school
6 = Part of a nationally recognised qualification

Application	**1**		**2**		**3**		**4**		**5**		**6**	
	05	**04**	**05**	**04**	**05**	**04**	**05**	**04**	**05**	**04**	**05**	**04**
Application packages such as word processing, spreadsheets, presentation software	15	18	32	36	27	9	11	12	6	12	10	14
Peripheral hardware e.g. scanner, printer, digital camera, electronic whiteboard	20	24	28	32	33	16	12	17	5	5	2	3
Communications software e.g. Internet, email and video conferencing	18	26	39	38	28	14	10	13	3	3	3	5
Authoring software (packages that allow the user to build software such as visual basic or macromedia)	74	80	9	9	9	5	7	2	2	1	0	1
Content management software (VLE's)	62	84	12	5	12	3	9	2	4	4	1	1
MIS	71	84	11	4	8	3	7	3	3	4	1	1

- *School Hardware and Software support for working at home:*

As with the college support staff, primary support staff reported substantial increases in ICT provision for home use. Most notably over the three years has been the increase in the provision of laptops, with a shift from 8% in 2003, to 76% in the second year of the project, and to its current level of 83%. As with the FE support and teaching staff, provision of desktop computers for home use was lower than laptop provision, and had decreased from 48% last year to 43%. Provision of licensed software had also decreased from 60% last year to 48%.

Communication between the home and school has improved with more staff this year being able to access school email at home (63% this year, 60% last year, and 13% in 2003), being able to access school files from home (36% this year, 34% last year, and 3% in 2003) and also being able to access the school website (54% this year, 43% last year and 8% in 2003).

- *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 (72%). At home the picture was more mixed, with 48% stating that they could usually get help, whilst a further 31% claimed there was never anyone who could help. These figures were very similar to last year.

- *Work Time:*

As in last year's primary support staff sample, just under half of the primary support staff reported that their working week was between 31-40 hours each week (49%), followed by 25% who work 21-30 hours a week and 11% who work 41-50 hours. These figures are fairly similar to last year, and also the same as last year was the finding that the FE support staff generally reported working longer hours overall.

Table 56 provides a breakdown of the time spent by primary 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 in each activity. 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 the other tasks. Overall working directly with students and supporting learning were the most prominent tasks performed by this group of staff, with and without ICT. Number of hours spent in all of these activities is variable compared to last year's analysis, but the proportion of staff using ICT in each of the five activities has decreased from last year, and this was particularly noticeable for use of ICT in whole school activities. In all cases however, more staff reported spending no time in each activity than last year. Furthermore no staff this year mentioned spending more than 100 hours in any activity. This was apparent last year, with some even indicating more than 200 hours in such tasks.

Table 56: 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**	**11-20**	**21-30**	**31-40**	**41-50**	**51-100**	**101-200**	**200+**

Working directly with students	81	71	2005	24	21	7	8	3	9	28	0	0
	91	77	2004	9	22	0	13	4	4	30	4	13
			2003	Average hrs per week = 17 (2 using ICT to perform task)								
Other student contact	70	44	2005	43	33	13	4	1	2	4	0	0
	59	48	2004	33	40	0	0	0	0	20	0	7
			2003	Average hrs per week = 8 (2 using ICT to perform task)								
Supporting learning	77	66	2005	24	36	17	7	2	8	6	0	0
	84	79	2004	10	45	10	5	5	5	5	10	5
			2003	Average hrs per week = 5 (2 using ICT to perform task)								
Whole school activities	33	19	2005	68	19	6	2	1	1	3	0	0
	56	44	2004	35	29	0	0	24	0	6	6	0
			2003	Average hrs per week = 3 (2 using ICT to perform task)								
General administration	74	50	2005	37	33	11	2	4	2	11	0	0
	71	57	2004	11	47	5	5	0	5	21	0	5
			2003	Not given								

The last section of the staff questionnaires 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:*

Staff were asked to respond to a series of statements about their perceived quality of life as a result of working at their respective institutions. An overwhelming majority of 98% reported that they could effectively manage their working time, which has been fairly stable over the three years of data collection. It is a similar figure to that reported this year by the FE support staff, but some 16% higher than the proportion of FE teaching staff making this claim. 92% did not want to reduce the hours they work. This is substantially higher than the FE teaching and support staff, but of these three groups this year the primary support staff do work the fewest hours. 88% 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 last year where 51% complained that they did feel this was the case. 99% did however report that they felt unable to do things which they thought should be a part of their job, which was a similar statistic to this year's FE support staff, compared to just 64% of FE teachers making this claim. Two thirds of the primary support staff did not find it difficult to unwind at the end of the day, which is improved from last year.

Table 57: Quality of Life (%)

	Strongly Disagree			Disagree			Agree			Strongly Agree			Don't Know		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
I effectively manage my working time	1	0	2	1	3	5	59	62	49	39	30	45	0	3	0
I find it difficult to unwind at the end of a work day	13	16	19	53	38	47	24	27	27	9	9	7	1	5	0
I feel that my work in this school is valued	2	4	2	39	9	4	43	56	57	11	21	37	4	7	0
I am expected to do things that are not a part of my job	23	7	9	65	32	48	7	41	34	2	10	10	3	5	0
I want to reduce the hours I work	26	32	23	66	46	57	4	10	15	4	4	4	0	5	0
I feel unable to do things which I think should be a part of my job	1	43	14	0	43	55	40	5	23	59	1	8	0	5	0

- *Leadership and management:*

Primary support staff views about the college leadership were very positive (see Table 58), and there was little variation in level of positivity between the five items. Responses of cumulative agreement had increased from last year for all five statements, with increases ranging from 5% for school image, to 15% for good leadership. Responses that the school had a good leadership and also good support for staff received the most cumulative agreement (both 94%). The statement of good support for staff also received the most cumulative agreement in the FE support staff sample this year (88%). The lowest cumulative agreement from the primary support staff was for the existence of a collaborative approach amongst staff (as it was last year), which still achieved 88%, with an increase of 14% from last year. These figures were more positive toward the school's leadership and management than the FE support staff, both of which were more positive than the FE teachers.

Table 58: Leadership and Management (%)

In this school there is….	Strongly Disagree			Disagree			Agree			Strongly Agree			Don't Know		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
Clarity about its aims and purposes providing a clear sense of direction	1	3	1	6	7	5	68	57	59	22	23	33	3	6	0
Good leadership	1	3	0	4	9	6	59	48	48	35	31	43	1	3	0
Good support for staff	2	4	0	4	8	7	61	50	50	33	30	43	0	4	0
A good school image with parents and the community	2	1	0	3	5	4	57	60	51	34	26	43	4	6	0
A collaborative	2	4	2	10	13	6	65	55	55	23	19	37	0	6	0

approach within the staff															

- *Change and Development:*

Opinions about change and development were also positive within the current sample (Table 59), and agreement responses had increased from the previous year for all four statements. The most positive response over the three years of data collection was to school's commitment to improvement (93% cumulative response this year). This statement also received the most cumulative agreement in this year's FE support and teaching staff samples. 92% of the primary support staff felt that the school had a welcoming approach to external advice; 84% identified their school as having a readiness to accept change to the way work is carried out; and 77% of respondents stated their school had an effective approach towards managing change. As with the responses for leadership and management, the primary support staff were more positive than the FE support staff or teachers regarding change and development in their institution.

Table 59: Change and Development (%)

In this school there is….	**Strongly Disagree**			**Disagree**			**Agree**			**Strongly Agree**			**Don't Know**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
An effective approach towards managing change	0	3	1	7	9	8	68	63	62	19	13	23	6	8	0
A readiness to accept changes to the way work is carried out	1	2	0	8	9	8	66	67	65	18	13	23	7	5	0
A strong culture of improvement	1	0	0	3	6	4	68	63	62	25	23	28	3	4	0
A welcoming approach to external advice and support to bring about change	1	1	0	3	6	4	69	60	58	23	20	27	4	8	0

- *Organisational Processes:*

Table 60 displays primary support staff attitudes towards the way in which the school operates as an organisation. Responses to this section were very encouraging, and again were improved from last year for all five statements. The majority of staff indicated that there was an effective strategy for record keeping (92% cumulative response). The statement receiving the greatest increase in cumulative agreement from last year's figures was that there is a good match between what people do and their skills (88%, increased by 17%). Following this, 87% of primary support staff respondents felt that their school had an open and reflective evaluation of its performance, which was the statement most positively responded to in this year's FE support staff (81% cumulative agreement). There was much less variability in responses over the agree and disagree categories than those found from the FE support and particularly the FE teaching staff, indicating wider agreement amongst the primary support staff in the response categories they gave. Also as cumulative agreement was higher than the FE staff for all statements, this suggests generally higher levels of satisfaction with their institutions' organisational processes.

Table 60: Organisational Processes (%)

In this school there is….	Strongly Disagree			Disagree			Agree			Strongly Agree			Don't Know		
	05	04	03	05	04	03	05	04	03	05	04	03	05	04	03
A good process for deciding between priorities	2	1	0	10	11	9	75	59	67	6	8	16	6	16	0
Open and reflective evaluation of its performance	2	0	0	6	7	3	76	64	70	11	10	19	5	13	0
A good match between what people do and their skills	1	5	0	8	13	6	73	56	69	15	15	23	3	8	0
Good work in finding out the views of parents/students	1	1	1	8	3	5	72	70	69	12	13	18	7	8	0
An effective strategy for record keeping	2	0	1	2	0	2	73	63	68	19	24	21	4	6	0

- *Decision Making:*

In terms of decision making with schools, primary support staff were again more positive than last year, though cumulative agreement was slightly lower than in the previous three sections. Cumulative agreement was also higher than the FE support and teaching staff for all statements. The largest proportion of primary support staff cumulative agreed with the statement that there is consultation with staff on key decisions (83%, compared to 66% last year and only 83% in 2003). In contrast, this was the statement the largest proportion of FE teachers disagreed with (73% cumulative disagreement, to only 28% cumulative agreement). Receiving the most agreement by last year's primary support staff was the notion that there is clarity of roles and responsibilities. Agree of strongly agree was recorded by 78% of last year's respondents, and this had increased to 81% this year. The statement increasing the most from last year in terms of cumulative agreement was that the school has good communication and people are well informed (increasing from 56% last year to 74% this year). This was however beaten by 78% of primary support staff who felt this was the case in 2003. Roughly three quarters of this year's respondents also felt that there was appropriate delegation to staff at all levels (78%), and that there was joint planning between teachers and support staff (71%). Interestingly the support staff were happier with both of these aspects than the teachers.

Table 61: Decision Making (%)

In this school there is….	Strongly Disagree			Disagree			Agree			Strongly Agree			Don't Know		
	05	04	03	05	04	03	05	04	03	05	04	03	05	04	03
Appropriate delegation to staff at all levels	2	2	2	13	13	7	68	63	67	10	9	17	6	12	0
Consultation with staff on key decisions	2	4	2	14	15	8	75	56	62	8	10	23	1	9	0
Good communication and people are well informed	2	8	5	24	29	15	61	46	55	13	10	23	0	6	0
Clarity in roles and	2	3	1	14	9	7	68	68	69	13	10	20	2	7	0

responsibilities															
Joint planning between teachers and classroom/learning assistants	6	6	1	18	19	13	54	44	56	17	21	25	4	8	0

- *Resource Management:*

Given the findings reported for the last few sections it is little surprise that the primary support staff were more positive regarding resource management than this year's FE support or teaching staff. They had also increased their cumulative agreement with the two statements in table 62 from last year and the year previously. In contrast to the FE support staff, respondents were more positive over the three years of data collection about their timetable (87% cumulative agreement, compared to 38% of FE support staff) than they were about having effective and efficient financial management in their school (78% cumulative agreement, compared to 56% of FE support staff).

Table 62: Resource Management (%)

In this school there is….	**Strongly Disagree**			**Disagree**			**Agree**			**Strongly Agree**			**Don't Know**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
Effective and efficient financial management	1	0	2	1	3	2	60	48	52	18	17	20	21	30	0
A well designed and equitable timetable	0	1	2	5	7	4	73	61	67	14	15	16	7	14	0

Questionnaire for Teaching Staff working in Primary Schools

- *Overview:*

In total there were 188 primary teaching staff that responded to the questionnaires from the three clusters, of which 168 were female (89%) and 20 male (11%). This was a fairly similar gender balance to the past two years, but represented a greater proportion of females than in the FE teaching staff. The age ranges of the staff are presented in Table 63. From this we can see that overall, the sample was slightly older than the last two years but slightly younger than the primary support staff in this year's analysis.

Table 63: Percentage Responses by Age Group

Age Range	**2005 %**	**2004 %**	**2003 %**
Under 21	0	0	0
21-30	28	31	27
31-40	29	34	27
41-50	19	22	31
51-60	23	11	15
Over 60	1	0.5	1

Nearly three quarters of our sample of primary teaching staff were experienced teachers, with 47% having over 11 years of service, and a further 25% having been a teacher for 5-10 years. As well as being an older sample than last year therefore, the proportion of the sample who are experienced teachers has increased. Whilst 34% reported that they had been working at that school for 1-4 years, a further 32% had worked in that institution for 11 years or more. As was found for the FE teaching staff and in accordance with last year, the large majority of the teaching staff workforce were employed on permanent rather than fixed term contracts (86%). Similar to last year this was much higher than the 55% of primary support staff who reported being employed on a permanent basis. 89% of the primary teachers were employed full time.

- *Attitudes to ICT:*

Table 64 presents primary teaching staff responses in relation to their attitudes towards ICT. The vast majority reported positive attitudes towards ICT in school. A substantially greater proportion than last year felt that their pupils do not learn more from reading than computers (79% increased from 58% last year). This is in line with the findings from the KS2, secondary and FE students' questionnaires who all responded in favour of the computer over books. 55% of the primary teachers felt that they did not need to learn to use a computer, which is reduced from 81% last year but is similar to the proportion of primary support staff making this claim. This was lower than the 78% of FE teachers stating this, but this may have been influenced by the way in which this statement could be interpreted – i.e. staff who know how to use computers may have disagreed, feeling that they no longer need to learn this skill.

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 (95% cumulatively this year, 96% last year and 79% in 2003). The most favourable aspect by the FE teaching staff (that use of ICT increased productivity) was also deemed significant to primary teachers, with 80% cumulative agreement. Presumably the better skills reported in staff over the course of the three years enabled them to enjoy the secondary benefits to productivity (as above), reduced workload (65% cumulatively), and concentration (56% cumulatively), by using and continuing to improve these skills throughout the past 12 months. It is also promising to see that positive staff attitudes to their training in the last 12 months saw the largest

increase over the three years (from 49% in 2003 to 75% last year, to 83% this year). Whilst the proportion of staff agreeing amongst the FE teachers was lower in most cases, the general trend and order of statements agreed with was similar.

Table 64: Teaching Staff Attitudes towards ICT (%)

	Strongly Disagree			**Disagree**			**Agree**			**Strongly Agree**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
My students would learn more from reading than working on the computer	15	18	-	64	40	-	19	37	-	2	5	-
I do not need to learn to use a computer	48	56	23	37	25	39	12	14	3	3	5	1
I concentrate more when I work on the computer	4	5	-	40	30	-	42	42	-	14	23	-
My use of ICT makes me more productive	3	6	2	17	16	26	48	42	58	32	36	8
Using ICT will reduce my workload	6	8	4	29	23	28	42	42	50	23	27	11
My ICT skills are better than they were 12 months ago	2	2	2	3	2	7	39	33	53	56	63	26
The training I have received in ICT in the last 12 months has been good	3	9	9	14	16	28	57	46	39	26	29	10

- *ICT Availability:*

In terms of where staff use a computer and the frequency with which they do so, 99% of teaching staff reported daily or weekly use at school (2% weekly, and 97% daily), and within this high figure the proportion of daily use has increased from last year. Home use was also high and higher than last year, with weekly use at 31% and daily use at 62%. This was similar to the college and home usage patterns described in the FE teaching staff, although FE teachers made more daily use of home ICT. Daily use of ICT in another work place was higher in the FE teaching staff, although when weekly use was taken into account the difference lessened. Use in a public library was minimal and reduced from last year.

Table 65: Locations and Frequency of Computer use by Teaching Staff (%)

	This school		**Other work place**		**Home**		**Public library**	
	05	**04**	**05**	**04**	**05**	**04**	**05**	**04**
I do not use a computer here	0.5	0	75	43	3	0.5	89	81
I use a computer less than once a month	0.5	0	4	5	2	5	6	9
I use a computer at least once a month	0	1	0	0	2	2	4	2
I use a computer at least once a week	2	8	9	5	31	31	0.5	2
I use a computer daily	97	91	12	21	62	60	0	1

The majority of staff reported having adequate soft and hardware in college to meet their needs, with 94% cumulatively agreeing or strongly agreeing that the hardware is suitable (93% last year) and also 94% cumulatively agreeing that the software is suitable (86% last year). Both of these figures had increased slightly from last year and more dramatically from the previous year.

- *ICT Competencies and Training:*

As with the support staff findings and last year's teaching staff, this sample's competencies peaked for word processing and using communication software such as the Internet and email both for knowledge and use of these applications. Levels of both knowledge and use for these activities (represented in the table as 1-6 – knowledge – or 1-5 – use) had increased from last year's sample, and were all higher than the levels reported in the primary support staff sample. Thus staff in this sample appear far greater users of email than the students or parents – within the primary sample this is unsurprising, in light of concerns parents may have over young children using the Internet. Primary and FE teachers used these three applications to similarly high levels, with between 93 and 95% of respondents using word processing and searching the Internet either weekly or daily.

As was found in the students' data, both knowledge and use of presentation software and interactive whiteboards have increased from last year, with levels now substantially higher than those seen for the more traditional packages of databases and spreadsheets. Levels of knowledge and use of these two applications are also substantially higher than those reported by the FE teachers or primary support staff. As in the primary support staff and also the FE teaching and support staff samples, knowledge and use of peripheral hardware and digital cameras has greatly increased from last year.

The findings here mirrored the findings from last year and also the primary support staff questionnaire 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 66 for the full breakdown). Video conferencing was another application of which teachers had limited knowledge or experience of use. Use of Internet discussion boards and chat rooms was also low, with knowledge achieving slightly higher levels. Knowledge and use of these applications was slightly lower than that found for the FE teaching sample.

Table 66: Primary Teaching Staff Knowledge and Use of ICT Applications (%)

Key 1 = I've never used this / I cannot use it here
2 = I need more basic training / I use it less than once a month
3 = I need to improve my skills / I use it at least once a month
4 = I have most of the skills I need / I use this at least once a week
5 = My skills are sufficient for my needs / I use this daily
6 = I am good enough to teach this to others (knowledge only)

Knowledge							**Use**				
1	**2**	**3**	**4**	**5**	**6**		**1**	**2**	**3**	**4**	**5**
0	3	4	8	28	57	1. Word processor	1	2	3	17	78
4	12	23	21	27	13	2. Database	16	48	19	13	5
7	14	23	12	26	18	3. Spreadsheet	24	33	21	13	9
3	5	11	10	28	43	4. Presentation software e.g. PowerPoint	5	19	24	28	25
13	11	13	15	27	22	5. Desktop publishing	29	24	20	19	8
9	10	23	17	25	17	6. Simulations, modelling tools or games	19	33	24	17	8
36	14	18	10	17	5	7. Administration and management software	55	12	8	7	19

0.5	4	13	16	34	32	8. CD Rom / multimedia or other subject software	4	16	19	32	29
0.5	0.5	3	9	28	59	9. Search the Internet / WWW	2	2	3	22	72
52	11	17	10	6	4	10. Creating web pages	77	14	5	3	1
43	8	9	12	15	14	11. Internet discussion boards or chat rooms	67	17	6	5	5
0.5	3	6	12	32	46	12. Email	5	12	5	20	57
1	2	15	12	31	39	13. Peripheral hardware e.g. scanner, printer	3	6	11	21	60
2	4	12	13	27	43	14. Digital camera	6	18	20	41	14
4	3	11	7	25	50	15. Interactive whiteboard or equivalent	10	2	3	5	79
42	11	13	11	10	13	16. Video conferencing	58	20	9	11	2
52	11	14	9	6	8	17. Authoring own multimedia or web resources	68	15	6	7	5
41	9	22	10	11	8	18. Virtual Learning Environment or other content management software e.g. Learnwise	53	22	13	9	4
72	12	9	5	2	1	19. A programming or scripting language	90	8	3	0	0

Table 67 presents a breakdown of the training that the teaching staff have received for a range of applications. Formal training (levels 5 and 6 in table 71) on traditional applications such as word processing, spreadsheets and presentation software such as power point, but also peripherals and content management software received most attention. The addition of the peripherals receiving this level of training by this proportion of staff was not seen in the FE staff or the primary support staff, but supports the vastly increased levels of primary teachers' knowledge and use of peripherals reported in table 70. Indeed formal training on the traditional packages and also communication software had decreased from last year, although this may be due more to saturation levels than poor provision (again see table 67).

Provision of outside school courses on content management software, such as the VLE, and MIS had however substantially increased from last year's figures, and had become much higher than the other staff groups reported so far in this document. This indicates a change in direction of training and also practice within the sample schools, moving focus from the traditional packages and those which the staff are familiar with, to new forms of ICT in teaching and learning. There remain however a significant proportion who have received no training or help to use the VLE or MIS, although these figures are greatly reduced from last year. Most staff have received no training or help in using authoring software, as was the case last year and in this year's FE staff and primary support staff. In light of these figures, it is not surprising that table 68 showed 95% of primary teachers reporting their ICT skills had increased in the last 12 months, whilst 83% also felt that the ICT training they had received in the past year had been good.

Table 67: Training Received across Applications (%)

Key: 1 = No training or help
2 = Help from a friend or colleague
3 = Help from college ICT expert
4 = An ICT course taught by your college ICT expert
5 = An ICT course taught by an expert outside college
6 = Part of a nationally recognised qualification

	1 (%)			**2 (%)**			**3 (%)**			**4 (%)**			**5 (%)**			**6 (%)**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
Application packages such as word processing, spreadsheets, presentation software	14	17	12	27	26	35	23	16	19	18	13	15	8	12	5	9	16	11
Peripherals such as scanners, printers, digital cameras, and electronic whiteboards	9	8	14	32	35	26	27	26	33	15	15	17	16	13	4	1	1	1
Communication Software such as the Internet, email, and video conferencing	18	18	28	31	33	28	27	21	25	16	15	6	6	7	0	2	5	5
Authoring Software (packages that allow the user to build software such as visual basic or macromedia)	80	83	64	9	7	9	6	3	12	3	3	3	2	0.5	3	0.6	0.5	4
Content Management Software (VLE's)	48	76	48	15	7	15	15	7	19	4	1	6	19	5	4	0.6	0.5	1
MIS	58	76	51	17	5	16	11	5	14	4	2	6	11	5	4	0	0.5	0

- *School Hardware and Software support for working at home:*

98% of the primary teaching staff stated that the school provided them with laptops. This was just 2% higher than last year, but more than double the proportion of staff with school laptops in 2003. The figure was 15% higher than support staff reporting the school provided them with a laptop, and 14% higher than FE teaching staff reporting the same. Decreasing (by 5%) from last year was the 69% of primary teaching staff who stated that they either received computer hardware for use at home, or received financial support to buy it for home use. However 80% of this teaching staff sample claimed they received

software from their institution (81% last year). The figures regarding laptop, hardware and software provision were some 15%, 26% and 32% higher (respectively) than for the support staff. Overall, as was the case last year, this indicated that staff had greater laptop than hardware provision for home use, and that teaching staff had higher levels of such provision than support staff.

Increasing by 12% from last year was the 80% of primary teachers who were able to access their school email from home, (68% last year, 37% in 2003). This is some 17% higher than the proportion of support staff reporting they could access school email from home, in line with the teaching staff reporting higher levels of email use. 58% indicated that they could also access the college website from home (38% last year), and 48% said that they could access their files from home (39% last year) and. These figures have increased by 20% and 9% (respectively) from last year. These figures of increased provision and access for the school staff, both teaching and support – as was found for the college staff – are very promising, and have most likely influenced the perceptions of increased self confidence in knowledge and use of ICT. This is promising, as last year's figures also identified improvements from the previous year.

- *Help Using ICT:*

In terms of ICT support at school, only 1% of respondents reported they could never get help, which is the same as last year and 5% less than 2003. A further 81% stated they could usually get help when they needed it, which has increased from 73% in last year's analysis and from 41% in 2003. As in last year's figures, responses to ICT support at home were much more varied, with 33% claiming there was never anyone who could help (7% less than last year and 2003), and a further 49% reporting that there was usually someone who could help (increased by 16% from last year and 24% from 2003). Figures of help at home were very similar to those given by primary support staff, where 31% reported help never being available, but 48% that they could usually get help.

- *Learning activities, student and tutor roles:*

Table 68 presents the various roles tutors take during teaching. There were two key activities that the tutors engaged in either 'frequently' or 'most of the time' which involved engaging the class in discussion using ICT (74%), and using ICT to demonstrate aspects (65%). These figures had increased by 14% and 7% respectively from last year, and by 67% and by 46% respectively from 2003. As in last year's figures, this took these two activities to higher levels than reports of the teacher as main source of expertise, which increased by only 1% from 51% last year to 52% this year. This is in contrast to the FE teacher's reports, where the teacher is predominantly still the main source of expertise, using ICT to present information and prepare resources (65%).

Responses for all but one of the activities in the top two levels of frequency increased from last year, with the smallest increase being 1% (main source of expertise and pupils using ICT to communicate with other pupils outside the classroom) and the largest increase being 19% (creating structured tasks that use ICT). The statement of pupils using ICT to communicate with other pupils outside the classroom received the most responses of never or rarely doing this activity.

Similar to the FE teachers, a reasonable proportion of teachers reported either frequently or most of the time facilitating pupils in accessing resources or expertise outside the classroom. This has increased from last year, to suggest a move to more pupil-centred learning activity, with independent research and greater access to external advice and information. Almost half of the primary teaching respondents also reported providing

opportunities for pupils to present their work using an interactive whiteboard frequently or most of the time (47%), which supports the findings in table 67 of teachers' increased knowledge and use of presentation software and interactive whiteboards.

Table 68: Learning activities, student and tutor roles

Key 1 = Never 4 = Regularly,
2 =Rarely 5 = Frequently,
3 = Occasionally 6 = Most of the time.

	1			**2**			**3**			**4**			**5**			**6**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
I am the main source of expertise about a topic. I use ICT to present new information and prepare resources	2	5	23	17	5	14	16	20	30	12	19	16	23	23	10	29	28	7
I guide students by demonstrating and modelling using ICT	0.6	1	10	7	2	12	11	19	29	16	19	30	25	28	14	40	30	5
I engage the class in discussion, explanation and demonstration using ICT e.g. using an interactive whiteboard	2	3	52	5	5	18	7	17	18	11	15	7	21	16	5	53	44	2
I create structured tasks or problems that use ICT and circulate whilst students work.	6	8	41	11	11	20	17	33	20	19	20	11	22	15	6	25	13	1
I use ICT to give hints, clues and feedback	6	8	54	9	10	24	28	42	15	17	16	4	19	13	2	21	10	0
I provide opportunities for students to work in pairs or groups,	2	4	19	5	6	8	17	27	27	25	22	31	26	24	11	24	16	5

share their experiences and discuss alternative responses with 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 e.g. using Email	19	25	54	17	17	22	26	31	17	12	11	3	18	10	4	7	6	0
I provide opportunities for students to present their work to the whole class e.g. using an interactive whiteboard	8	11	64	10	14	18	20	25	10	14	16	6	25	19	2	22	16	1
I facilitate students in accessing resources or other sources of expertise outside the class e.g. using the Internet	6	10	42	10	10	14	20	28	24	16	15	15	33	19	6	16	17	0
I facilitate students in using ICT to communicate with other students outside the classroom e.g. using Email or the Internet	32	43	71	22	13	17	19	22	9	12	8	3	8	8	0	7	6	0

I facilitate students in using a range of ICT resources to create their own project work over a number of weeks	23	24	56	14	16	14	27	29	20	16	12	8	11	10	2	8	9	0

- *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, recall and report information (97%, compared to 94% last year). 90% felt ICT helped their students learn practical skills through drill and practice (88% last year), and that their students use ICT that helps them learn to solve problems (79% last year). 88% reported that their students used ICT to visualise and understand difficult ideas (82% last year), whilst 85% felt that students and teachers use ICT that helps them discuss, compose and respond to each others' ideas and viewpoints (74% last year). 79% of teachers stated that their students used ICT to collect, interpret, analyse and report data (also 79% last year). All of these uses of ICT therefore increased from last year.

The most common answer to the question 'how collaborative are your ICT lessons' was that students have opportunities to gain access to other expertise outside the classroom e.g. through use of the Internet, intranet or library (78%, compared to 79% last year). This supports the figures in table 68 of increased opportunity for pupils to access resources or expertise outside the classroom. This was followed by 73% (72% last year) reporting that students generally work in groups and share ideas. 56% of teachers reported that their students work together on structured tasks (with teacher defining roles and competition between groups is encouraged – 48% last year). In line with this, 46% of respondents stated that their students complete most assignments individually (43% last year).

- *ICT as a Motivator for Students:*

Responses predominantly showed that students learning with ICT were not mainly motivated by grades and competition, with 81% cumulatively disagreeing with this statement. This is 9% higher than last year. Greater levels of motivation when working with ICT were apparently due to taking pride in doing a good job (95% cumulative agreement, compared to 76% last year) and being excited by work that they apply extra effort to tasks (85% cumulative agreement, compared to 72% last year). This is a far more positive picture from last year in terms of pupils having internal motivation, rather than from grades. Relative to the FE teachers, the primary teachers were more convinced that the main motivation was not from grades or competition, and were also more convinced that excitement with work made their pupils put more effort into their work. Similar proportions of the two teacher groups reported the main motivator being taking pride in doing a good job.

- *Student responsibility for their own learning with ICT:*

The teaching staff were also asked to provide some indication of how autonomous the students were in determining their own learning with ICT. Their responses to the three statements presented in Table 69 demonstrate that student autonomy was generally higher than last year, particularly in responses to the second statement that teachers discuss learning goals with students. Overall however teachers still appeared to be largely

responsible for setting and evaluating students' learning goals, though students were becoming increasingly involved in the process.

Table 69: Student responsibility for their own learning with ICT (%)

Key 1 = Never 4 = Regularly,
2 =Rarely 5 = Frequently,
3 = Occasionally 6 = Most of the time

	1			**2**			**3**			**4**			**5**			**6**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
Teachers set the learning goals, design activities and assignments, monitor progress and grade assignments	3	7	25	4	9	10	15	28	17	32	27	25	16	13	9	31	14	15
Teachers discuss learning goals with student. Students select assignments from a range of options and share responsibility for monitoring progress	10	16	43	15	21	24	30	32	21	25	14	8	10	9	4	11	3	1
Students are involved in the process of setting learning goals and assignments. They set their own timelines and monitor their own progress	28	34	63	28	25	21	25	26	12	8	7	4	8	1	0	3	3	0

- *Access to ICT applications and networks*

Unlike last year, highest levels of access for the two networks were divided amongst the various locations, with neither network being overall more accessible to this cohort of primary teachers. Unsurprisingly however the management network was mostly available

from the general and departmental office, whereas the curriculum network was more available from the classroom or staffroom. This is not surprising, in light that it was the teachers who were being questioned about access. Disregarding the location 'other' the staff room and library were the most likely to be not networked, as was the case last year. Whilst access to the management network had reduced in three locations, and access to the curriculum network actually decreased in all locations, responses of access to all networks had however increased in all locations. Overall these figures and spread of access are similar to those reported by this year's FE teachers.

Table 70: Access to ICT applications and networks

Area	**Network**							
	All networks		**Management network**		**Curriculum network**		**Not networked**	
	05	**04**	**05**	**04**	**05**	**04**	**05**	**04**
General office	44	31	30	20	9	29	17	21
Department office	35	24	16	16	14	33	34	27
Your classroom(s)	43	37	3	3	53	56	1	3
Staffroom	20	18	1	4	26	37	54	41
Library	20	16	0.7	2	30	36	49	46
Other	21	16	0.7	3	22	47	56	34

- *Increasing provision of ICT applications in the college*

Two thirds (31%) of the teaching staff felt there was a need to increase the provision of ICT applications relative to their role in the school (reduced from 51% last year), although a further 32% of respondents were unsure. In support of this 19% felt more provision was needed in working directly with students; 19% again claimed more applications would benefit staff in supporting student learning; 17% wanted more for administration purposes; 14% to support other student contact; and 14% for whole institution activities. All of these figures have also decreased from last year, by 30%, 30%, 27%, 31% and 27% respectively. In light that use and integration of ICT has seemingly increased within this sample of teachers' teaching and learning practices given the evidence above, these responses of less need for more ICT suggest that the teachers are happier with their current provision than last year.

In support of this, the most common reason given for ICT not needing to increase was that current levels were satisfactory (28%). 4% felt that the specific roles they carried out did not require more ICT applications, whilst 2% stated that the cost of increasing ICT provision would not outweigh the benefits.

- *Work Time:*

Reponses 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 primary teaching staff. 34% of teaching staff reported working 41-50 hours a week; 17% reported 31-40 hours each week; 28% reported 51-60 hours a week; 14% worked over 60 hours each week; and a further 5% reported 21-30 hours. This spread of work hours was fairly similar to the FE teaching staff. Unsurprisingly figures of hours worked were substantially more than those reported by the primary support staff, in that the teaching staff covered all options of working hours by at least 5%, whereas only 3% of support staff reported working more than 50 hours weekly.

Teaching staff were asked whether or not they performed the roles listed in table 75, and if so, whether they used ICT in this. Responses overwhelmingly confirmed that the teachers did perform these roles (ranging from 84% to 97%), which is very similar to last year. Use of ICT also emerged as a key element in performing these tasks; with responses ranging from 62% for other student contact, to 95% for supporting learning. Presumably the lower response rate for the former of these two reflected that some staff included student contact in the category of supporting learning or working directly with students (which was recorded as using ICT by 93% of respondents). These proportions of using ICT in the five activities were higher than those reported by the FE teachers. Apart from using ICT in working directly with students and supporting learning, the ICT component of the teaching staff's working week was reported to be less than the non ICT component, as was the case last year.

Table 71 provides a breakdown of the time spent by teaching staff in certain tasks both without and without ICT throughout their working week. As with this year's primary support staff data, the teaching staff unsurprisingly reported spending most of their time working directly with students, shortly followed by supporting learning and other student contact. Teachers spent more time than support staff in whole school activities, whilst support staff allocated more time than teachers to general administration.

Table 71: 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**	**11-20**	**21-30**	**31-40**	**41-50**	**51-100**	**101-200**	**200+**
Working directly with students	97	93	2005	4	7	10	3	4	15	57	0	0
	96	96	2004	2	5	4	11	11	27	22	0	20
			2003	Average hrs per week = 21 (2 using ICT to perform task)								
Other student contact	85	62	2005	17	45	18	6	0.7	7	6	0	0
	94	75	2004	0	62	8	6	0	0	10	15	0
			2003	Average hrs per week = 5 (1 using ICT to perform task)								
Supporting learning	95	95	2005	5	17	23	12	10	13	21	0	0
	94	95	2004	0	21	15	27	4	2	10	17	4
			2003	Average hrs per week = 10 (5 using ICT to perform task)								
Whole school activities	85	66	2005	20	45	15	5	3	3	9	0	0
	92	78	2004	0	52	10	10	4	2	21	2	0

			2003	Average hrs per week = 3 (2 using ICT to perform task)								
General administration	83	67	2005	21	49	15	3	2	2	7	0	0
	87	79	2004	18	53	10	0	12	0	8	0	0
			2003	Not given								

As with the support staff questionnaire, the teaching staff were asked to provide their views on school life, the findings of which make up the next section of the report.

- *Quality of Life:*

Staff were asked to respond to a series of statements about their perceived quality of life as a result of working at their respective institutions (see Table 72). In terms of enjoying work, managing their own time, and feeling valued, the majority of staff responded positively (91%, 82% and 80% cumulative responses respectively). The first two of these have increased by 15%, 9% respectively from last year. Responses for feeling valued decreased by 7%. The teachers were less confident that they effectively managed their own time than the 98% of primary support staff or 94% of FE support staff making this comment, but showed the same confidence as the 82% of FE teachers reporting this. This suggests overall satisfaction with quality of working life was higher in the support than teaching staff samples.

In line with this, 64% of the teaching staff cumulatively agreed that they found it difficult to unwind at the end of a work day (which had increased from 53% last year but decreased from 74% in 2003), whereas only 33% of support staff reported the same (and this had decreased by 3% from last year). Furthermore, and taking account of the figure that teaching staff overall reported working more hours each week than the support staff, 83% of the teachers stated that they wanted to reduce the hours they work, compared to only 8% of support staff. The teaching staff also reported a firm belief that they should be able to spend less time on clerical tasks and focus on teaching (increased from 91% last year to 97% this year). As was found between the FE teachers and support staff, the primary teachers were more likely than support staff to report being expected to do things that were not part of their job (teachers: 33%, support staff: 9%). Both of these proportions have however decreased from the 43% of teachers and 51% of primary support staff reporting this last year.

Table 72: Quality of Life (%)

	Strongly Disagree			**Disagree**			**Agree**			**Strongly Agree**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
I effectively manage my working time	1	4	6	16	15	18	53	63	51	29	13	26
I find it difficult to unwind at the end of a work day	5	9	5	31	31	21	35	31	41	29	22	33
I want teachers to spend less time on clerical and administrative work and more time on teaching and learning	1	2	2	1	1	1	34	36	27	63	55	71
I feel that my work in this school is valued	4	4	3	12	7	7	50	59	57	30	14	34

I am expected to do things that are not a part of my job	9	6	10	54	42	42	27	34	36	6	9	12
I want to reduce the hours I work	3	1	4	21	16	16	50	50	49	23	29	32
I feel unable to do things which I think should be a part of my job	18	16	8	59	45	38	13	20	42	6	7	13
I enjoy my work most of the time	2	2	1	4	5	6	50	59	49	41	28	45

- *Leadership and management:*

Teaching staff views about the school leadership were very positive (see Table 73), and teachers' responses of either 'agree' or 'strongly agree' had increased for all five statements from last year. Primary teachers were slightly less likely to agree or strongly agree with the statements than the primary support staff for all statements. As was found last year, both primary teaching and support staff were happier with leadership and management in their institution than was observed in the FE institutions. Two statements received the same highly positive response of 90% cumulative agreement (good leadership and support for staff), although cumulative agreement over all five statements only differed by 6%. These were also the statements receiving the most cumulative agreement from this year's primary support staff. This consistent agreement with these statements therefore suggests that this year's primary teachers are predominantly happy with their institutions' leadership and management.

Table 73: Leadership and management (%)

In this school there is….	**Strongly Disagree**			**Disagree**			**Agree**			**Strongly Agree**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
Clarity about its aims and purposes providing a clear sense of direction for staff	1	3	2	8	10	9	52	58	55	37	16	35
Good leadership	0	4	2	8	10	11	50	52	41	40	19	44
Good support for staff	1	3	2	7	14	11	46	48	47	44	25	40
A good school image with parents and the community	0	1	0	8	10	5	52	58	51	35	17	41
A collaborative approach within the staff	1	3	1	12	13	8	47	56	39	37	15	52

- *Change and Development:*

Opinions about change and development are presented in Table 74. The most positive response over the three years of data collection was to school commitment to improvement (93% 77% cumulative response, increased from 77% last year but equal to 93% in 2003). This was also identified as the most positive feature from the primary support staff and the FE teachers and support staff (with 93%, 69% and 88% cumulative agreement respectively). Therefore the primary teachers and support staff were the most positive about this aspect and about institutional change and development as a whole. Teaching staff were also positive about their school's approaches to external advice and support to bring about change, with 88% 75% per cent cumulatively indicating that this was something the schools did well (75% last year but 88% in 2003). Thus for both of these statements (improvement and external advice) cumulative agreement by primary teachers had reached the same high levels found in 2003, with cumulative agreement much greater than last year's figures for all four statements in this section. Primary teaching and support staff were more positive toward their institution's approaches to change management, with 50% of FE teaching staff indicating that they were unhappy with the change management system (compared to only 8% disagreement in the primary

teachers). 84% of the primary teachers also cumulatively agreed that there existed a readiness to accept changes within staff at their institution (70% last year).

Table 74: Change and Development (%)

In this school there is….	Strongly Disagree			Disagree			Agree			Strongly Agree			Don't Know		
	05	04	03	05	04	03	05	04	03	05	04	03	05	04	03
An effective approach towards managing change	0	3	3	8	13	12	57	61	51	29	11	32	6	9	2
A readiness to accept changes to the way work is carried out	0	2	2	12	15	15	55	60	53	29	10	30	4	8	2
A strong culture of improvement	0	1	2	4	8	6	56	62	58	37	15	35	3	7	1
A welcoming approach to external advice and support to bring about change	1	1	2	6	11	9	57	61	54	31	14	34	5	9	4

- *Organisational Processes:*

Table 75 displays teaching staff attitudes towards the way in which the school operates as an organisation. Responses to this section were positive, and as in the last few sections cumulative agreement with statements was higher than last year on all statements. Cumulative agreement to all responses was however slightly lower than those given by this year's support staff, but higher than responses from the FE teaching and support staff. It is promising to see that the statement receiving the most cumulative agreement both this year and last year was the statement of 'an effective management strategy for teaching and learning using ICT'. This acquired 91% cumulative agreement, improving by 12% from last year and 30% from 2003. This is likely to be related to findings reported earlier of staff's improved ICT confidence, and opinions that they have had good ICT training over the past 12 months. This statement was also the one receiving the most cumulative agreement in this year's FE teaching sample, again both this and last year suggesting a drive in primary and FE institutions during the last two years to make this organisational process a priority. The statement receiving the greatest increase in cumulative agreement was that there is an effective strategy for record keeping (88% from 64% last year but 73% in 2003). This may be related to the improved levels of formal training on applications such as the VLE and MIS reported by this sample. The majority of teaching staff responded positively to the statements concerning schools' openness regarding its performance (84%, compared to 73% last year and 75% in 2003); match between what people do and their skills (82%, compared to 66% last year and 81% in 2003); work in finding out views of parents and students (also 82%, compared to 64% last year and 78% in 2003); and process for deciding between priorities (79%, compared to 62% last year and 75% in 2003). Unlike the FE teachers, responses in the agree or strongly agree categories outweighed cumulative disagreement for all six statements, and for the primary teachers, cumulative agreement had reached and even exceeded the high levels reported in 2003.

Table 75: Organisational Processes (%)

In this school there is….	Strongly Disagree			Disagree			Agree			Strongly Agree			Don't Know		
	05	04	03	05	04	03	05	04	03	05	04	03	05	04	03
A good process for deciding between priorities	0	1	3	12	15	17	61	53	54	18	9	21	9	18	5
Open and reflective evaluation of its performance	1	1	3	11	9	8	56	62	60	28	11	25	5	14	4
A good match between what people do and their skills	1	2	2	12	10	15	61	57	55	21	9	26	6	16	2
Good work in finding out the views of parents/students	0	0.5	2	14	15	19	61	57	59	21	7	19	4	17	3
An effective strategy for record keeping	0	5	4	10	19	20	58	55	51	30	9	22	3	8	4
An effective management strategy for teaching and learning using ICT	0	2	6	6	7	30	49	61	46	42	18	15	4	10	4

- *Decision Making:*

Overall teaching staff responded positively toward aspects of school decision making. Levels of cumulative agreement had increased for all five statements from the previous year, and had almost reached the high levels reported in the 2003 sample. Responses were similar to those given by this year's primary support staff. Unlike the FE teaching staff, all statements received greater positive than negative cumulative responses. The statement receiving the most cumulative agreement both this year and last year addressed clarity in roles (83%); followed by a view that there is appropriate delegation to staff at all levels (76%).

The statement increasing its cumulative agreement the most from last year regarded good communication and keeping people well informed, with 70% cumulative agreement, increasing by 14% from last year. This statement was however still given the smallest proportion of cumulative agreement of the five statements, and so acquired the highest amount of disagree or strongly disagree responses (27%). Last year however, cumulative disagreement was 35%. This statement also received the most cumulative disagreement amongst the primary support staff, suggesting this is the area of school decision making causing the most concern for primary school teachers and support staff alike. It also indicates agreement between the teaching and support staff on such matters. Also on this note, the area likely to identify the most disagreement in responses between teachers and support staff is to the statement regarding joint planning (see table 80). However responses demonstrated cumulative agreement of 73% for teachers and 71% for support staff; and cumulative disagreement of 24% for teachers and 24% for support staff – which is positive in terms of staff working together.

Table 76: Decision Making (%)

In this school there is….	Strongly Disagree			Disagree			Agree			Strongly Agree			Don't Know		
	05	04	03	05	04	03	05	04	03	05	04	03	05	04	03
Appropriate delegation to staff at all levels	2	2	4	16	19	16	57	59	55	19	7	22	6	10	4
Consultation with staff on key decisions	4	5	3	18	17	17	51	56	50	22	8	28	5	9	2
Good communication and people are well informed	2	7	5	25	28	22	48	47	47	22	9	25	3	6	2
Clarity in roles and responsibilities	0	1	3	13	15	12	58	63	57	25	9	26	5	7	2
Joint planning between teachers and classroom/learning assistants	2	2	1	22	24	19	44	48	47	29	13	30	3	8	4

- *Resource Management:*

Staff demonstrated a similar level of positive response to resource management as to decision making and organisational processes within the school, and again positive responses were higher than last year on all four statements. Responses were fairly similar to the primary support staff on the two statements they responded to. The most positive teaching staff response over the three years of data collection concerned the school timetable (87% cumulative agreement this year, 75% last year and 87% in 2003), to which 87% of the primary support staff also cumulatively agreed. 85% of primary teachers agreed that there was effective use of ICT in managing resources within their school, which also saw the greatest increase in cumulative agreement (25%) from last year. 76% of teachers agreed there were 'appropriate class sizes for effective teaching and learning'; and 74% felt that the school's financial management was effective and efficient. These levels of agreement had increased by 15% and 13% respectively from the previous year, and by 10% and 2% respectively from 2003. The primary teachers were far more satisfied with resource management in their institution than the FE teachers or support staff, which is not surprising given the findings already documented.

Table 77: Resource Management (%)

In this school there is….	Strongly Disagree			Disagree			Agree			Strongly Agree			Don't Know		
	05	04	03	05	04	03	05	04	03	05	04	03	05	04	03
Effective and efficient financial management	0	2	2	6	5	10	42	44	45	32	17	32	20	30	13
A well designed and equitable timetable	0	2	2	10	12	10	62	66	67	25	9	20	3	7	3
Appropriate class sizes for effective teaching and learning	4	11	11	20	23	23	54	49	48	22	12	18	1	3	1
An effective use of ICT in managing resources	0	1	6	9	19	36	48	48	38	37	12	8	7	16	12

Questionnaire for Support Staff working in Secondary Schools

- *Overview:*

In total 5 institutions submitted responses for this questionnaire, with 49 support staff responding from across all three clusters. This is a decrease of 25% from last year. Of these, only 15 were male (31%) with the overwhelming majority being female (34/69%). As in last year's analysis, this gender balance was more evenly represented than the primary support staff, though respondents were still largely female. The age ranges of the staff are presented in Table 78.

Table 78: Percentage Responses by Age Group

Age Range	**2005 %**	**2004 %**
Under 21	4	3
21-30	25	31
31-40	25	19
41-50	27	26
51-60	20	19
Over 60	0	3

The sample of staff predominantly included those who were fairly new to working in a school (<1 year, 8%; 1-4 years service, 61%) and also more experienced staff (>11 years service, 18%). 92% of the support staff in secondary schools were employed on a permanent contract, which is substantially higher than the proportion of secondary support staff saying this last year, and 37% more than in the primary support staff. A further 8% were employed on a fixed term contract. Also a greater proportion of the secondary support staff were employed full time (74%), compared to 66% of primary support staff. This proportion is however lower than the 82% of FE support staff who reported being employed full time by the school.

- *Attitudes to ICT:*

The support staff working in secondary schools reported similarly to those working in primary and FE, in that a more staff this year agreed with the statement that they do not need to learn how to use a computer (53% cumulative response this year compared to 49% last year and 7% in 2003). As already mentioned however, this may reflect that staff already feel that they are competent users of ICT and so have relatively less to learn. Rather they are now focussing on improving their skills.

This interpretation is supported by the findings from the rest of this section of the questionnaire. For example, there has been a significant shift in the view that use of ICT will help to reduce their workload, with 86% of secondary support staff cumulatively agreeing with this statement (68% last year and 48% in 2003). 82% of respondents also felt that computer use enables better concentration, (64% last year). This year's secondary support staff however were less convinced that using ICT increases productivity, with only 53% cumulative agreement (94% last year and 81% in 2003). Whilst agreement with this statement was far lower than last year, it was similar to the proportions of primary and FE support staff making this claim. Unlike the primary support staff however, only 41% agreed or strongly agreed that they have improved their ICT skills in the past 12 months, which has decreased from 90% last year and 49% in 2003.

- *ICT Availability:*

All staff reported either daily or weekly use of ICT in school, although the proportion making daily use (86%) was 7% lower than those making this claim in the previous year. This is still 13% higher than the proportion of primary support staff reporting this level of institutional ICT access, but unsurprisingly below the 100% of this year's FE support staff claiming daily access. This may reflect that a greater proportion of the secondary than primary support staff were employed full time, and also that the FE support staff had the highest proportion of staff employed full time of the three groups.

The majority of secondary support staff also indicated home use of ICT either daily or weekly (55% daily and 37% weekly). This level of home use is very similar to last year, and is also higher than that reported by the primary and the FE support staff. Use of computers in a public library by secondary support staff was similar to the use by support staff in FE and primary in that very few respondents used the facilities provided by a library (90% do not use a computer here) which is unsurprising given that the majority report frequent use either at home or work and therefore presumably have little need to make use of other facilities. Use of ICT in another workplace was also minimal, although as in last year's figures the picture is slightly mixed. 67% reported that they do not use a computer there, whilst 18% stated that they use a computer in another workplace daily.

The majority of staff reported having adequate soft and hardware in school to meet their needs, with 92% cumulatively agreeing or strongly agreeing that the hardware is suitable and 82% cumulatively agreeing that the software is suitable. Both of these figures show increased levels of satisfaction with the ICT resources relative to the past two years, with increases of 6% and 5% from last year respectively, and increases of 22% and 15% from 2003 respectively. These figures are lower than those reported by the primary support staff, and are inverted from the FE support staff, who were more satisfied with the software than the hardware provision.

- *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 and email, and word processing. Also increasing from last year was the use of peripheral hardware, as was seen in the primary teachers. Alternatively use of CD ROMs had decreased from last year's secondary support staff, reflecting the trend of reduced use and the dominance of the Internet resource found in the pupil data.

As with the FE and primary support staff, despite high levels of knowledge and use of Internet and email, figures were low for Internet discussion boards and chat rooms. Knowledge and use of presentation software is fairly stable with last year, whereas knowledge and particularly use of interactive whiteboards has increased from 12% last year reporting weekly or daily use, to 30% this year. This is however far lower than the 84% of primary teachers reporting this frequency of use, although it is not surprising that the teachers take the lead over support staff in this respect. 37% of primary support staff however reported this frequency of interactive whiteboard use, and also higher levels of knowledge. The secondary support staff are however greater users than the FE support staff, of which only 9% reporting using an interactive whiteboard weekly or daily.

Knowledge and use of the VLE remained fairly low within this staff sample, though it had increased from a very low level over the past two years. More specialist applications such as programming or scripting, authoring multimedia resources, video conferencing, 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. As mentioned earlier, also predictable is the finding that staff knowledge of an application generally translates into the frequency with which the application is used, with knowledge in most cases being slightly higher than use (i.e. knowledge is a prerequisite, but does not always lead to use – see Table 79 for the full breakdown).

Table 79: Secondary Support Staff Knowledge and Use of ICT Applications (%)

Key 1 = I've never used this / I cannot use it here
2 = I need more basic training / I use it less than once a month
3 = I need to improve my skills / I use it at least once a month
4 = I have most of the skills I need / I use this at least once a week
5 = My skills are sufficient for my needs / I use this daily
6 = I am good enough to teach this to others (knowledge only)

Knowledge							**Use**				
1	**2**	**3**	**4**	**5**	**6**		**1**	**2**	**3**	**4**	**5**
0	6	10	10	43	31	1. Word processor	2	6	4	31	57
4	12	18	22	27	16	2. Database	22	20	12	8	37
6	20	14	12	27	20	3. Spreadsheet	20	22	14	12	31
6	29	10	12	22	20	4. Presentation software e.g. PowerPoint	35	18	10	20	16
33	18	14	6	10	18	5. Desktop publishing	59	10	6	12	12
29	20	14	18	14	4	6. Simulations, modelling tools or games	61	22	4	2	10
53	16	6	12	6	6	7. Administration and management software	61	8	8	6	16
14	18	8	14	25	20	8. CD Rom / multimedia or other subject software	37	25	8	12	18
2	4	10	8	25	51	9. Search the Internet / WWW	8	0	6	20	65
47	14	8	6	10	14	10. Creating web pages	69	2	4	12	12
54	2	8	6	15	15	11. Internet discussion boards or chat rooms	69	4	10	6	10
4	6	4	6	37	43	12. Email	12	8	6	14	59
2	10	10	16	39	22	13. Peripheral hardware e.g. scanner, printer	14	2	8	16	59
22	16	6	8	27	20	14. Digital camera	45	8	8	22	16
41	10	8	14	16	10	15. Interactive whiteboard or equivalent	51	12	6	18	12
65	4	10	8	8	4	16. Video conferencing	80	8	2	8	2
65	6	4	6	8	10	17. Authoring own multimedia or web resources	74	2	6	6	12
59	10	6	8	12	4	18. Virtual Learning Environment or other content management software e.g. Learnwise	65	16	6	8	4
61	10	14	0	8	6	19. A programming or scripting language	71	2	4	4	18

Table 79 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 this and last year's questionnaire. For instance where word processing, spreadsheets and presentation software appear in the same category in the table below, they appeared separately in 2003. For analysis here, the most predominant application within each category in terms of level of training reported in 2003, has been taken to

provide the comparison figure.) Traditional applications such as word processing, spreadsheets and presentation software such as power point received most attention in terms of the amount of training received, and this finding is consistent with the last two years.

In line with the increases in knowledge and use reported for communications software and peripheral hardware (table 80), formal training to use such applications has increased slightly from last year, and most notably in the qualification column. The proportion reporting having received no training or help for these two applications has also decreased from last year.

Formal training (course taught by expert outside the school, or nationally recognised qualification) to use authoring software showed promising increases from very low levels in the past two years, whereas formal training for the VLE or MIS reduced slightly from the past two years. Levels of formal training in these three applications were also lower amongst the secondary support staff than the FE support staff, but higher than the primary support staff. Two thirds to three quarters of the secondary support staff however still reported having received no training or help on these three applications. Authoring software, the VLE and MIS also had the smallest proportions of staff receiving help from a colleague, which is to be expected if training and knowledge levels are fairly low amongst the staff in general. The main source of training for all applications was however help from a friend or colleague.

Table 80: Training Received across Applications (%)

Key: 1 = No training or help
2 = Help from a friend or colleague
3 = Help from school ICT expert
4 = An ICT course taught by your school ICT expert
5 = An ICT course taught by an expert outside school
6 = Part of a nationally recognised qualification

Application	**1**			**2**			**3**			**4**			**5**			**6**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
Application packages such as word processing, spreadsheets, presentation software	28	39	22	30	25	30	6	3	10	4	8	7	15	16	22	17	9	11
Peripheral hardware e.g. scanner, printer, digital camera, electronic whiteboard	40	48	40	36	31	34	13	9	5	2	3	1	2	0	2	6	3	4
Communications software e.g. Internet, email and video conferencing	38	46	37	32	42	37	9	3	4	4	2	3	4	5	5	13	3	5
Authoring	72	83	78	11	3	1	2	2	1	2	2	0	6	2	2	6	5	1

software (packages that allow the user to build software such as visual basic or macromedia)																		
Content management software (VLE's)	72	86	75	13	5	2	9	0	1	2	5	0	4	2	1	0	0	0
MIS	68	74	52	13	3	14	11	9	4	2	3	2	6	8	7	0	3	1

- *School Hardware and Software support for working at home:*

As with the FE and primary support staff, secondary support staff reported substantial increases in ICT provision for home use. 77% of secondary support staff this year stated that their school had provided them with a laptop (compared to 66% last year and 3% in 2003). Provision of desktop computers for home use had however decreased 40% last year to 30% this year, as had the provision of licensed software (from 46% last year to 32% this year). This means secondary support staff were less likely in this year's samples to have a laptop, relative to the FE or primary support staff. Provision of desktop computers or software for home use had however decreased from last year in all three support staff samples, with software provision being higher than hardware in all three cases.

Communication between the home and school has also been improved with many more staff this year being able to access school email at home (72% this year, compared to 65% last year, and 14% in 2003); being able to access the school website (64% this year, compared to 49% last year and 15% in 2003); and also being able to access school files from home (36% this year, compared to 25% last year, and 7% in 2003). These increases are likely to be influenced by and also influencing the slightly greater proportion of secondary support staff reporting more frequent home use of ICT than in previous years.

- *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 (77%), which had improved from 74% during the course of the last year and from 34% in 2003. At home the picture was more mixed, with 53% (40% last year) stating that they could usually get help, whilst a further 32% (40% last year) claimed there was never anyone who could help.

- *Access to ICT applications and networks*

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 (30%). In spite of this however, the staffroom was the second most likely place to access the curriculum network. 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 81: Access to ICT applications and networks

Area	**Network**							
	All networks		**Management network**		**Curriculum network**		**Not networked**	
	05	**04**	**05**	**04**	**05**	**04**	**05**	**04**
General office	51	45	20	14	18	29	11	12

Department office	43	37	7	14	36	31	14	19
Staffroom	30	23	2	0	39	48	30	29
Library	27	32	0	3	52	51	21	14
Other	26	25	7	5	33	52	35	19

- *Increasing provision of ICT applications in the school:*

Staff were mixed in terms of whether they felt there was a need to increase ICT; with 42% feeling it did, 23% feeling it did not; and a further 35% being undecided. This was slightly higher than the 39% reporting the need to increase ICT last year. Areas in which staff indicated increased provision would be beneficial were for working directly with students (31%, compared to 32% last year); 31% also claimed more applications would benefit staff in supporting student learning (32% last year); 27% for administration purposes (42% last year); 27% for whole institution activities (40% last year); and 25% to support other student contact (42% last year). 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 not needing to increase was that current levels were satisfactory (18%). 2% felt that the specific roles they carried out did not require more ICT applications, whilst 2% also stated that the cost of increasing ICT provision would not outweigh the benefits.

- *Work Time:*

The vast majority of secondary support staff reported that their working week was between 31-40 hours each week (67%), which is very similar to last year. This figure was higher than the 49% of primary support staff in this category (though this was still the most selected category), as was the case last year reflecting the higher proportion of secondary support staff who work at the school full time). This 67% was followed by 12% who work 41-50 hours a week; another 12% who work 21-30 hours a week; and 7% who work under 20 hours a week. This pattern of work time demonstrates that secondary support staff are working similar hours to last year on the whole, but more than the secondary support staff sample of 2003. They are also working a fairly similar pattern of hours to this year's FE support staff.

Table 82 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 in each activity. Unlike the primary support staff, general administration was the main demand on staff time without ICT, whilst supporting learning was the main use of time with ICT. Time spent in using ICT when working with students, either directly, 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. Apart from working directly with students, number of hours spent in all of these activities had decreased from last year's analysis, and the proportion of staff reporting using ICT in the five tasks had also decreased.

Table 82: 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	11-20	21-30	31-40	41-50	51-100	101-200	200+
Working directly with students	47	49	2005	47	19	9	5	7	5	9	0	0
	45	51	2004	64	36	0	0	0	0	0	0	0
			2003	Average hrs per week = 16 (3 using ICT to perform task)								
Other student contact	56	48	2005	47	33	9	7	0	2	2	0	0
	52	45	2004	36	36	9	0	9	0	9	0	0
			2003	Average hrs per week = 6 (4 using ICT to perform task)								
Supporting learning	58	63	2005	42	19	16	9	5	2	7	0	0
	59	65	2004	17	25	17	8	0	0	33	0	0
			2003	Average hrs per week = 5 (3 using ICT to perform task)								
Whole school activities	36	21	2005	70	16	2	5	5	0	2	0	0
	55	51	2004	9	36	9	18	9	0	18	0	0
			2003	Average hrs per week = 4 (3 using ICT to perform task)								
General administration	76	52	2005	35	33	14	5	2	0	12	0	0
	79	69	2004	0	25	35	5	15	5	15	0	0
			2003	Not given								

The last section of the staff questionnaires 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:*

Staff were asked to respond to a series of statements about their perceived quality of life as a result of working at their respective institutions. An overwhelming majority of 91% reported that they could effectively manage their working time, which had increased by 5% from last year and 7% from 2003. 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 (76% cumulative responses, compared to 67% last year but 82% in 2003), which was more than figures in the primary (54%) and FE (65%) support staff. A cumulative response

of just 16% indicated that they were expected to do things that were not part of the job, which is substantially lower than the 64% of secondary support staff choosing this option last year. This indicated greater dissatisfaction with this aspect than primary support staff, but more satisfaction than the FE support staff. 23% of respondents stated that they found it difficult to unwind after work, which was 6% lower than the proportion of staff claiming this last year and 13% lower than 2003. In spite of this only 18% of respondents expressed a desire to reduce the number of hours they worked (Table 83), which was marginally higher than the 8% of primary support staff saying this in the current year, but lower than the 24% of FE support staff who wished to reduce their hours. This is not ever so surprising as the FE support staff did report working slightly more hours than their primary and secondary counterparts.

Table 83: Quality of Life (%)

	Strongly Disagree			**Disagree**			**Agree**			**Strongly Agree**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
I effectively manage my working time	0	2	2	8	5	14	48	52	51	43	34	33
I find it difficult to unwind at the end of a work day	23	17	12	55	39	52	15	17	27	8	12	9
I feel that my work in this school is valued	3	6	1	20	8	18	43	52	56	33	15	26
I am expected to do things that are not a part of my job	25	3	7	55	26	44	13	42	33	3	22	16
I want to reduce the hours I work	25	25	16	58	49	62	13	8	15	5	3	7
I feel unable to do things which I think should be a part of my job	0	26	7	10	39	47	38	15	36	53	11	11

- *Leadership and management:*

Support staff views about the school leadership were on the whole positive (see Table 84). Responses of cumulative agreement to statements had however declined from last year on three of the five statements, with decreases ranging from 4% for a clear sense of direction, to 10% for good leadership and support for staff. Last year's figures were also decreased from 2003, showing a trend of continuing dissatisfaction with institutional leadership and management. Responses to statements concerning school image and a collaborative approach amongst staff had however both increased by 5% from last year. Responses that the school had good leadership received the most cumulative agreement both this year (63%) and last year (73%), indicating that whilst the proportion of staff agreeing that this is a positive feature has decreased, this is still the most positive feature with regard to leadership and management.

Following this, 61% of staff felt that the school had a good image with parents and the community (56% last year); 56% felt there was a collaborative approach amongst staff (which in all cases so far has been reportedly higher in the support than teaching staff samples) (51% last year); and 53% felt the school had a clear sense of direction (57% last year). The lowest cumulative agreement was for the statement that there is good support for staff. This was reported by 46% of this year's secondary support staff (56% last year), but was given the highest amount of cumulative agreement in the primary and FE support staff. Overall cumulative agreement was far lower than that reported in the FE and primary support staff, but was higher than the FE teachers.

Table 84: Leadership and Management (%)

In this school there is….	Strongly Disagree			Disagree			Agree			Strongly Agree			Don't Know		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
Clarity about its aims and purposes providing a clear sense of direction	13	3	4	23	15	29	45	46	51	8	11	15	13	20	1
Good leadership	10	5	4	20	8	14	45	59	54	18	14	28	8	9	1
Good support for staff	8	3	3	30	22	21	33	37	50	13	19	27	18	14	0
A good school image with parents and the community	8	5	3	15	6	10	43	51	58	18	5	27	18	23	3
A collaborative approach within the staff	5	9	0	30	15	14	43	48	60	13	3	19	10	20	7

- *Change and Development:*

Opinions about change and development varied substantially across the four statements, with cumulative agreement ranging from 43% for an effective approach towards managing change, to 78% for a strong culture of improvement (Table 85). This latter statement received the most cumulative agreement in all three years of data collection so far. Cumulative agreement with the statement that there is a strong culture of improvement was also highest in all other staff groups.

All statements in the secondary support staff data received more cumulative agreement than last year, and the statement increasing the most was for a readiness to accept changes to the way work is carried out (60% this year, increasing from 44% last year). It should however be noted that there was a far greater proportion of 'don't know' responses to this statement last year. As for statements regarding leadership and management, secondary support staff expressed less cumulative agreement with all four statements than the primary and FE support staff. This was also the case in last year's analysis.

Table 85: Change and Development (%)

In this school there is….	Strongly Disagree			Disagree			Agree			Strongly Agree			Don't Know		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
An effective approach towards managing change	5	3	1	38	15	19	33	42	58	10	6	16	15	31	6
A readiness to accept changes to the way work is carried out	3	3	1	23	26	24	50	39	56	10	5	14	15	23	6
A strong culture of improvement	3	2	2	10	6	12	63	62	61	15	9	21	10	17	5
A welcoming approach to external advice and support to bring about change	3	3	2	13	6	14	53	52	54	10	5	21	23	25	9

- *Organisational Processes:*

Table 86 displays secondary support staff attitudes towards the way in which the school operates as an organisation. Responses to this section were again varied across the statements, with a higher proportion of 'don't know' responses to all statements than those seen in previous sections. Responses of cumulative agreement were therefore lower than in other sections, ranging from 33% for the statement that there is a good process for deciding between priorities, to 61% for the final two statements concerning parents' and pupils' views and also institutional record keeping. In spite of this spread, all but two statements achieved higher cumulative agreement than last year, and as would be expected the statement decreasing the most was the 33% for deciding between priorities. The statement increasing its cumulative agreement the most from last year concerned finding out the views of parents and pupils, which increased by 13%.

54% of this year's secondary support staff also felt that their school had an open and reflective evaluation of its performance, and that there was a good match between what people do and their skills. On the whole agreement was far lower than in the primary and FE support staff and the primary teachers, but was more similar to the FE teachers. Unlike the FE teachers however, cumulative agreement by the secondary support staff outweighed cumulative disagreement for all five statements.

Table 86: Organisational Processes (%)

In this school there is….	**Strongly Disagree**			**Disagree**			**Agree**			**Strongly Agree**			**Don't Know**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
A good process for deciding between priorities	5	2	2	26	25	19	28	34	56	5	3	5	36	34	19
Open and reflective evaluation of its performance	5	2	1	13	20	13	46	42	62	8	3	9	28	29	16
A good match between what people do and their skills	3	6	2	26	12	17	44	55	61	10	2	7	18	20	14
Good work in finding out the views of parents/students	3	2	1	13	9	11	56	43	62	5	5	11	23	35	17
An effective strategy for record keeping	0	0	0	15	9	11	51	48	61	10	8	11	23	31	17

- *Decision Making:*

In terms of decision making within schools, staff were on the whole more positive than last year's sample. The most positive response was to the statement that there is consultation with staff on key decisions (52%), which increased by 1% from last year. This statement also received the most cumulative agreement amongst the primary support staff. Following this 50% felt that there is appropriate delegation to staff at all levels, which saw the greatest increase from last year (from 43%). For two statements, cumulative disagreement outweighed agreement. These were that there is good communication and people are well informed (agreement: 45%, disagreement: 47%) and that there is joint planning between teachers and support staff (agreement: 23%, disagreement: 40%), although in both cases however agreement had increased from last year. The least positive response therefore

was for the statement that there is joint planning between teachers and classroom/learning assistants.

As for the statements regarding organisational processes, levels of agreement and disagreement for all five statements were fairly similar to those given by this year's FE support staff. The primary support staff displayed far more positive feeling toward decision making in their institution. This was also found last year.

Table 87: Decision Making (%)

In this school there is….	**Strongly Disagree**			**Disagree**			**Agree**			**Strongly Agree**			**Don't Know**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
Appropriate delegation to staff at all levels	3	2	2	24	22	12	45	40	61	5	3	12	24	26	14
Consultation with staff on key decisions	16	8	6	11	17	27	47	46	52	5	5	6	21	20	10
Good communication and people are well informed	13	6	8	34	28	35	37	35	50	8	5	5	8	20	4
Clarity in roles and responsibilities	5	2	5	37	26	31	40	51	51	8	2	6	11	12	8
Joint planning between teachers and classroom/learning assistants	8	5	14	32	11	30	18	11	33	5	6	2	37	63	21

- *Resource Management:*

Levels of cumulative agreement regarding statements of resource management within institutions had increased for the two statements from last year, and in both cases agreement outweighed disagreement. Agreement was substantially lower than in the primary support staff as it has been over the last few sections. Agreement was however inversed from the FE support staff, with secondary support staff being happier with their timetable (56% cumulative agreement compared to 38% of FE support staff), but FE support staff being happier with financial management (56% of FE support staff compared to 48% of secondary support staff). Agreement was lower than the primary teachers but higher than the FE teachers.

Table 88: Resource Management (%)

In this school there is….	**Strongly Disagree**			**Disagree**			**Agree**			**Strongly Agree**			**Don't Know**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
Effective and efficient financial management	8	3	2	13	9	15	32	32	48	16	14	15	32	37	21
A well designed and equitable timetable	0	0	3	13	6	8	40	48	64	16	3	10	32	40	16

Questionnaire for Teaching Staff working in Secondary Schools

- *Overview:*

In total there were 123 secondary teaching staff that responded to the questionnaires from the three clusters, which had decreased by 17% from last year. 70 respondents81 were female (57% 48%) and 53 83 male (43% 49%). This represented a much more even proportion of males and females than in the primary teaching staff, and was similar to this year's FE teaching staff. The age ranges of the staff are presented in Table 93. From this we can see that overall, the sample were slightly older than last year.

Table 89: Percentage Responses by Age Group

Age Range	**2005 %**	**2004 %**
Under 21	0	0
21-30	23	28
31-40	26	32
41-50	34	25
51-60	17	14
Over 60	0	0.6

Nearly half of our sample of secondary teaching staff were experienced teachers, with 49% having over 11 years of service, and a further 24% having been a teacher for 5-10 years. This pattern of years shows a slightly more experienced group of teachers than last year, which is not surprising given that the sample are slightly older. Whilst 27% reported that they had been working at that school for 11 years or more (24% last year), a further 47% had worked in that institution for 1-4 years (43% last year). As was found for the FE and primary teaching staff, the large majority of the teaching staff workforce were employed on permanent rather than fixed term contracts (84%). Unlike the pattern between FE and primary teaching and support staff, this was lower than the proportion of secondary support staff who reported being employed on a permanent basis (92%). Secondary teachers were however the most likely of the six staff groups to work full time (94%).

- *Attitudes to ICT:*

Table 90 presents secondary teaching staff responses in relation to their attitudes towards ICT. The vast majority reported positive attitudes towards ICT in school. Responses were very similar to last year, with some increasing in favour or ICT slightly, and some decreasing. 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 (92% cumulatively, 90% last year and 86% in 2003). This also received the most cumulative agreement by the primary teachers both this year and last year. The most favourable aspect by the FE teaching staff both this year and last year (that use of ICT increased productivity) was a close second to secondary teachers, with 84% cumulative agreement (decreased by 4% from last year).

Secondary teachers were mixed in their attitudes to the ICT training they have received in the last 12 months, with 45% agreeing but 55% disagreeing that it had been good. This was fairly similar to last year, although agreement had decreased slightly. This percentage is however substantially lower than the proportion of primary (83%) and FE (62%) teachers who felt their past year's ICT training 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 (64% cumulatively), and concentration (54% cumulatively), by using and continuing to improve these skills throughout the past 12 months.

Another interesting point is that 65% cumulatively disagreed with the statement that their students would learn more from reading than from working on a computer. This is stronger than the 60% of respondents stating this last year. 72% also disagreed or strongly disagreed with the statement that they did not need to learn to use a computer, which is 3% stronger than last year. These are positive for the continued integration of ICT in all aspects of teaching and learning.

Table 90: Teaching Staff Attitudes towards ICT (%)

	Strongly Disagree			**Disagree**			**Agree**			**Strongly Agree**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
My students would learn more from reading than working on the computer	11	14	-	54	46	-	33	38	-	2	2	-
I do not need to learn to use a computer	43	51	51	29	18	41	18	20	5	11	11	3
I concentrate more when I work on the computer	5	4	-	41	37	-	47	48	-	7	11	-
My use of ICT makes me more productive	1	2	3	15	10	24	60	47	49	24	41	24
Using ICT will reduce my workload	7	6	8	30	20	30	54	48	42	10	26	21
My ICT skills are better than they were 12 months ago	2	2	5	6	8	10	62	41	51	30	49	35
The training I have received in ICT in the last 12 months has been good	18	27	28	37	26	37	42	39	28	3	9	8

- *ICT Availability:*

In terms of where staff use a computer and the frequency with which they do so, 100% of teaching staff reported daily or weekly use at school (5% weekly, and 95% daily). This is a higher proportion in the daily category than last year, and was very similar to school usage patterns in the primary and FE teaching staff as well as the FE support staff. Home use was also high and higher than last year, with weekly use at 32% and daily use at 65%. Again this was similar to home usage patterns described in the primary and FE teaching staff, with daily use substantially higher than support staff from all three sectors. The most common response for use of ICT in another work place was that they do not use a computer here, and this was the case for teaching and support staff from all three educational sectors. In spite of this, the proportion of those reporting daily use of ICT in another work place was higher than all other staff samples apart from the FE teachers. This is perhaps surprising, as this year's secondary teachers were the staff sample reporting the highest levels of full time employment. As with the other staff samples, use in a public library was minimal.

Table 91: Locations and Frequency of Computer use by Teaching Staff (%)

	This school		Other work place		Home		Public library	
	05	**04**	**05**	**04**	**05**	**04**	**05**	**04**
I do not use a computer here	0	0	71	41	1	1	85	73
I use a computer less than once a month	0	1	2	1	1	1	10	11
I use a computer at least once a month	0	2	2	2	2	5	3	2
I use a computer at least once a week	5	8	7	8	32	27	1	2
I use a computer daily	95	89	20	20	65	65	1	1

The majority of staff reported having adequate soft and hardware in school to meet their needs, with 87% cumulatively, agreeing or strongly agreeing that the hardware is suitable and 81% cumulatively agreeing that the software is suitable. Both of these figures had increased progressively over the three years of data collection.

- *ICT Competencies and Training:*

As with the support staff findings and last year's teaching staff, this sample's competencies peaked for word processing, using communication software such as the Internet and email, and also peripheral hardware both for knowledge and use of these applications. Levels of both knowledge and use for these activities (represented in the table as 1-6 – knowledge – or 1-5 – use) had increased from last year's sample, though there were more similarities in knowledge and use of these aspects with the secondary support staff than was noticed between the primary or FE teaching and support staff. Levels of knowledge and use of word processing, searching the Internet and email, and peripheral hardware by the secondary teaching staff were largely similar to those reported by the primary and FE teaching staff.

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. The secondary teachers however 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 mirrored 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 92 for the full breakdown). Video conferencing was another application of which teachers had limited knowledge or experience of use, although knowledge levels have doubled from 5% last year to 10%. 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. Proportion of secondary teachers reporting using the VLE had however increased from 8% to 12% this year. 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. The area to watch over the coming years is how this minority distribute their knowledge and encourage use throughout the school.

Table 92: Teaching Staff Knowledge and Use of ICT Applications (%)

Key 1 = I've never used this / I cannot use it here
2 = I need more basic training / I use it less than once a month
3 = I need to improve my skills / I use it at least once a month
4 = I have most of the skills I need / I use this at least once a week
5 = My skills are sufficient for my needs / I use this daily
6 = I am good enough to teach this to others (knowledge only)

Knowledge							**Use**				
1	**2**	**3**	**4**	**5**	**6**		**1**	**2**	**3**	**4**	**5**
1	0	8	13	28	50	1. Word processor	1	3	7	19	70
8	14	21	14	28	15	2. Database	21	21	22	18	18
7	13	20	9	28	24	3. Spreadsheet	18	18	18	27	20
2	7	9	20	29	34	4. Presentation software e.g. PowerPoint	4	13	17	27	40
16	11	21	15	20	18	5. Desktop publishing	33	29	13	14	11
26	14	13	17	20	11	6. Simulations, modelling tools or games	43	21	17	11	8
22	7	15	23	23	11	7. Administration and management software	25	12	3	11	49
3	7	11	20	37	24	8. CD Rom / multimedia or other subject software	8	17	27	24	25
0	3	4	15	25	53	9. Search the Internet / WWW	0	3	4	14	79
48	14	16	8	5	8	10. Creating web pages	72	11	10	4	3
45	9	11	11	15	10	11. Internet discussion boards or chat rooms	68	13	5	6	8
3	2	4	14	30	48	12. Email	3	4	7	15	71
3	3	6	21	34	33	13. Peripheral hardware e.g. scanner, printer	2	3	7	24	64
15	2	12	17	21	32	14. Digital camera	24	14	23	22	18
14	10	12	15	24	25	15. Interactive whiteboard or equivalent	20	11	8	13	48
60	10	13	7	5	5	16. Video conferencing	82	8	7	3	2
55	11	12	9	6	7	17. Authoring own multimedia or web resources	71	9	8	7	5
52	12	15	7	7	7	18. Virtual Learning Environment or other content management software e.g. Learnwise	71	13	5	5	7
69	7	11	3	7	4	19. A programming or scripting language	87	7	2	3	2

Table 93 presents a breakdown of the training that the teaching staff claimed to have received for a range of applications. Formal training (levels 5 and 6 in table 93) on traditional applications such as word processing, spreadsheets and presentation software such as power point received most attention, as for all other staff samples, although it was less than in the past two years. Formal staff training to use peripherals such as scanners and printers, was also reasonable but reduced from last year. Formal training on the VLE or MIS had however increased from last year which may have influenced the increased use of the VLE reported in table 92. There was a far greater proportion of secondary teachers reporting this level of training on the VLE and MIS was substantially higher than

that reported by the secondary support staff. Formal training for Internet and email was largely similar to the last two years, although one possible explanation is that the teachers reported low levels of formal training in communications software in line with their already greater levels of knowledge and use.

The overwhelming majority reported having received no training for authoring software (84%), as was the case last year. Despite their increased use and increase in formal training, reports of having received no training or help on content management software was also high (73%). Such reports were however much reduced for the MIS (38%). It is however important to note here that the secondary teachers were fairly mixed in their responses to the ICT training they had received in the last 12 months.

Table 93: Training Received across Applications (%)

Key: 1 = No training or help
2 = Help from a friend or colleague
3 = Help from school ICT expert
4 = An ICT course taught by your school ICT expert
5 = An ICT course taught by an expert outside school
6 = Part of a nationally recognised qualification

	1 (%)			**2 (%)**			**3 (%)**			**4 (%)**			**5 (%)**			**6 (%)**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
Application packages such as word processing, spreadsheets, presentation software	25	19	25	31	36	34	22	12	12	7	7	10	7	5	13	7	16	11
Peripherals such as scanners, printers, digital cameras, and electronic whiteboards	25	23	47	44	39	34	21	19	8	5	6	1	5	7	3	1	2	3
Communication Software such as the Internet, email, and video conferencing	39	41	35	40	33	43	13	10	10	4	4	4	2	2	5	2	3	3
Authoring Software (packages that allow the user to build software such as visual basic or macromedia)	84	81	89	7	5	2	5	4	3	2	1	1	1	1	1	1	2	1
Content Management Software (VLE's)	73	78	88	8	9	2	9	4	1	5	2	0	5	2	2	1	0	1
MIS	38	70	68	30	7	14	21	8	8	5	2	3	5	3	4	2	1	1

- *College Hardware and Software support for working at home:*

95% of the secondary teaching staff stated that the school provided them with laptops. This had increased from 92% last year, but dramatically from 19% reporting this in 2003. The figure was 18% higher than the proportion of secondary support staff reporting that the school provided them with a laptop, which is similar to the difference last year; 3% lower than primary teachers; and 11% higher than FE teaching staff reporting the same. As in other staff samples the proportion of staff reporting having received computer hardware for use at home, or financial support to buy it for home use had reduced, from 66% to 60%. This level of hardware provision was however only beaten by the primary teachers, and was 31% higher than the secondary support staff. Provision of software had also reduced from 74% last year to 68% this year, which again was only beaten by the 80% of primary teachers with access to software for home use. Secondary teachers' software provision was 37% higher than the secondary support staff. This demonstrates the increasing trend for the laptop over fixed hardware, and indicates that teaching staff had higher levels of such provision than support staff.

77% stated that they were able to access their school email from home, which had increased by 9% from last year and 57% from 2003. This is very similar to the 72% of support staff reporting they could access their school email from home, which had also increased from last year's 65%. 70% said that they could access their files from home and 73% indicated that they could also access the college website from home. Both figures have greatly increased from last year, by 23% and 16% respectively, and are far higher than the 36% and 64% of secondary support staff respectively reporting having home access to school files and the school website. These figures of increased provision and access for the school staff, as was found for the primary and college staff, are very promising, and have most likely influenced the perceptions of increased self confidence in knowledge and use of ICT.

- *Help Using ICT:*

In terms of ICT support at school, only 5% of respondents reported they could never get help, which is just 1% higher than last year. A further 56% stated they could usually get help when they needed it which again was very similar to the previous year's analysis, but is 25% lower than primary teaching staff reporting the same. In terms of ICT support at home responses were much more varied, with 52% claiming there was never anyone who could help (6% higher than last year), and a further 31% reporting that there was usually someone who could help (decreased by 8% from last year). Figures of help at home were the opposite of the secondary support staff; where despite 32% claiming there was never anyone who could help, a further 53% reported there was usually someone who could offer help.

- *Learning activities, student and tutor roles:*

Table 94 presents the various roles tutors take during teaching. There were three key activities that the tutors engaged in either 'frequently' or 'most of the time'. These activities were also prominent last year, and levels of use of such activities are very similar to those reported last year. These three activities were the first three in the table below: presenting new information and preparing resources, followed by engaging the class in discussion, and guiding students by demonstrating and modelling using ICT. The latter of these three statements in particular supports the increased use of presentation software and interactive whiteboards from last year mentioned earlier, as do the increases noted for the eighth statement in table 94 below ('I provide opportunities for students to present their work to the whole class e.g. using an interactive whiteboard'). Responses to this statement however, whilst increasing greatly from last year, still did not identify this activity as one of

the key learning activities from those in the table, with only 20% of respondent's cumulatively recording activity in the top two levels. A greater proportion of this 20% have however moved into category six (most of the time) compared to category five (frequently) last year.

Alternatively 43% of respondents considered themselves 'frequently' or 'most of the time' the main source of expertise; 45% reported engaging the class in discussion, explanation and demonstration with ICT; whilst 38% reported guiding students by demonstrating and modelling with ICT at the same level of frequency. There was a great increase in this frequency of allowing pupils to use the Internet to access resources or expertise outside the classroom (38% 'frequently' or 'most of the time). Increases in this activity were also noted in the FE and primary teachers, though not to this extent. Relatively low levels of use were recorded for Internet and email within the classroom.

Table 94: Learning activities, student and tutor roles

Key 1 = Never 4 = Regularly,
2 = Rarely 5 = Frequently,
3 = Occasionally 6 = Most of the time.

	1			**2**			**3**			**4**			**5**			**6**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
I am the main source of expertise about a topic. I use ICT to present new information and prepare resources	6	2	28	9	7	12	19	35	24	22	14	17	16	16	10	27	26	10
I guide students by demonstrating and modelling using ICT	5	5	40	14	15	17	22	30	21	20	17	10	16	14	7	22	19	5
I engage the class in discussion, explanation and demonstration using ICT e.g. using an interactive whiteboard	9	9	67	4	6	10	21	30	10	20	13	5	16	18	5	29	24	3
I create structured tasks or problems that use ICT and circulate whilst	9	11	47	17	17	14	24	31	19	17	14	8	16	12	8	16	15	3

students work.																		
I use ICT to give hints, clues and feedback	10	11	56	13	19	16	32	31	17	15	18	6	15	10	4	14	12	1
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	15	17	38	19	22	18	27	29	24	15	15	14	12	5	4	11	12	3
I provide opportunities for students to share their experiences and discuss alternative responses using ICT within the classroom e.g. using Email	34	36	70	25	20	17	20	23	8	9	11	3	6	4	2	5	7	1
I provide opportunities for students to present their work to the whole class e.g. using an interactive whiteboard	10	18	69	17	16	9	35	32	14	17	15	5	12	10	2	8	9	1
I facilitate students in accessing resources or other sources of expertise outside the class e.g. using the Internet	4	5	35	10	18	14	25	27	29	22	21	16	25	15	5	13	13	2

I facilitate students in using ICT to communicate with other students outside the classroom e.g. using Email or the Internet	33	36	74	29	21	16	19	27	6	7	9	2	5	3	1	6	4	1
I facilitate students in using a range of ICT resources to create their own project work over a number of weeks	7	8	35	11	13	17	36	39	23	13	16	13	15	14	8	17	11	4

- *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, recall and report information (94%). This was also the most prominent learning activity using ICT outlined by the primary and FE teachers, both this year and last year. 84% reported that their students used ICT to visualise and understand difficult ideas, whilst 81% of teachers stated that their students used ICT to collect, interpret, analyse and report data; and 71% felt ICT helped their students learn practical skills through drill and practice. 69% mentioned that their students use ICT that helps them learn to solve problems, and this was the only statement in this section to receive less cumulative agreement than last year. All other statements increased cumulative agreement by at least 5%. All of these levels were slightly lower than those reported by the primary and FE teachers, as they were last year.

The most common answer to the question ‘how collaborative are your ICT lessons’ was that students have opportunities to gain access to other expertise outside the classroom e.g. through use of the Internet, intranet or library (87%, compared to 82% last year). This was the most common response last year This was also the most common source of collaboration with ICT cited by this and last year’s primary and FE teaching staff. 86% of respondents stated that their students complete most assignments individually (66% last year), whilst 59% reported that students generally work in groups and share ideas (72% last year). 48% of teachers reported that their students work together on structured tasks (with teacher defining roles and competition between groups is encouraged – 46% last year). These levels were slightly higher than those reported by the primary, but slightly lower than the FE teaching staff.

- *ICT as a Motivator for Students:*

Responses predominantly showed that students learning with ICT were not mainly motivated by grades and competition, with 61% cumulatively disagreeing with this statement (59% last year). This still however leaves 39% of staff who felt grades and competition are a main motivator suggesting that grades are still influential and important

to students. Greater levels of motivation when working with ICT were apparently due to taking pride in doing a good job (79% cumulative agreement, increased from 66% last year). Staff were undecided about whether their pupils were excited by work and so apply extra effort to tasks (55% cumulative agreement and 45% cumulative disagreement). These levels were far lower than those given by the primary and FE teachers.

- *Student responsibility for their own learning with ICT:*

The teaching staff were also asked to provide some indication of how autonomous the students were in determining their own learning with ICT. Their responses to the three statements presented in Table 95 demonstrate that student autonomy was generally higher than last year, particularly in responses to the second statement that teachers discuss learning goals with students. This trend had begun last year relative to 2003, to show the direction of the teaching:learning balance with students becoming more involved. Overall however teachers still appeared to be largely responsible for setting and evaluating students' learning goals, though students were becoming increasingly involved in the process. This was also the case reported by the primary and FE teachers, but the secondary teachers seemed to have made the biggest strides forward from last year on the second statement.

Table 95: Student responsibility for their own learning with ICT (%)

Key 1 = Never 4 = Regularly,
2 = Rarely 5 = Frequently,
3 = Occasionally 6 = Most of the time

	1			**2**			**3**			**4**			**5**			**6**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
Teachers set the learning goals, design activities and assignments, monitor progress and grade assignments	3	2	25	5	10	10	15	26	21	26	30	23	16	15	11	36	12	11
Teachers discuss learning goals with student. Students select assignments from a range of options and share responsibility for monitoring progress	6	10	36	18	16	22	23	31	25	27	26	11	13	8	4	14	3	3
Students are	14	17	48	25	24	26	35	30	20	16	17	5	5	5	1	7	1	1

involved in the process of setting learning goals and assignments. They set their own timelines and monitor their own progress																	

- *Access to ICT applications and networks:*

The network with by far the highest levels of access across all but one location listed was the curriculum network. This is not surprising, in light that it was the teachers who were being questioned about access. The one location where the management network had higher levels of access than the curriculum network was the general office, which jointly had the highest levels of access to all networks. Levels of access to the curriculum network have reduced from last year in all locations, but this is balanced out as reported levels of access for all networks has increased for all locations by at least 20%. Secondary teachers were less likely to find locations not networked and had better access to all networks than the primary teaching staff, whilst the FE teachers reported similar access to all networks across the locations.

Table 96: Access to ICT applications and networks

Area	**Network**							
	All networks		**Management network**		**Curriculum network**		**Not networked**	
	05	**04**	**05**	**04**	**05**	**04**	**05**	**04**
General office	52	31	24	10	14	47	10	11
Department office	45	25	10	4	30	48	15	23
Your classroom(s)	52	25	1	1	40	65	7	10
Staffroom	49	25	2	3	36	63	13	10
Library	45	23	1	3	47	67	7	8
Other	43	11	1	3	21	74	36	12

- *Increasing provision of ICT applications in the college:*

Just over half of the teaching staff felt there was a need to increase the provision of ICT applications relative to their role in the school (56%). This was 7% lower than last year, to suggest secondary teaching staff are more satisfied with current provision than they were last year. This was 25% higher than primary teachers and 14% higher than the secondary support staff feeling the ICT in the school needed increasing, but 2% lower than the FE teachers. This either suggests provision is higher in primary schools than secondary schools and colleges, or that staff and activities in the secondary and FE institutions place more or more different demands on their ICT provision. It also however identifies a difference between the staff groups in terms of perceptions of need. In support of this 36% claimed more applications would benefit staff in supporting student learning (61% last year); 34% wanted more provision for working directly with students (60% last year); and 30% for whole institution activities (55% last year). 27% felt more provision was needed to

support other student contact (62% last year); and 28% for administration purposes (57% last year). All of these figures are substantially lower than those reported by last year's secondary teachers. As with the overall statistic of the need to increase ICT, a greater proportion of secondary teaching staff felt more ICT was required in these specific areas than the primary teachers. Alternatively the secondary support staff and FE teachers reported similar levels of need within the specific areas.

- *Work Time:*

Reponses to how long their working week was were mixed for the teaching staff, although reported hours were slightly longer than last year. 33% of teaching staff reported working 41-50 hours a week; 30% reported 51-60 hours a week; 17% worked over 60 hours each week; 16% reported 31-40 hours each week; and a further 3% worked 21-30 hours. This spread of work hours was similar to the primary teaching staff, and not greatly different from the FE teachers. Unsurprisingly teaching staff reported working more hours in the average week than the secondary support staff, with the majority of secondary support staff falling in the 31-40 hours a week category (67%). Only 12% claimed to work above this level, compared to 80% of the teachers.

Teaching staff were asked whether or not they performed the roles listed in table 101, and if so, whether they used ICT in this. Responses overwhelmingly confirmed that the teachers did perform these roles (ranging from 85% to 98%). Use of ICT also emerged as a key element in performing these tasks; with responses ranging from 56% for whole school activities, to 93% for supporting learning. This is a similar spread of ICT and non-ICT to that found in last year's secondary teachers.

Table 97 provides a breakdown of the time spent by teaching staff in certain tasks both without and without ICT throughout their working week. As was found for the support staff data, the teaching staff unsurprisingly reported spending most of their time working directly with students. The proportion of time teachers however spent in this activity was far greater than the support staff, with other categories of activity receiving far less allocated time. There was less difference across activities in the support staff figures. Allocation of time was fairly similar between the primary and secondary teachers. Whilst the FE teachers allocated a similar proportion of their time to working directly with students, they allocated much less time than the primary and secondary teachers to the other four listed activities. It could be, as already mentioned, that respondents considered the activities of supporting learning and other student contact a part of working directly with students, which would explain the lower figures for these two categories. As was found in the majority of cases for the other staff samples, the ICT component of the teaching staff's working week was reported to be less than the non ICT component.

Table 97: 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**	**11-20**	**21-30**	**31-40**	**41-50**	**51-100**	**101-200**	**200+**
Working directly with	94	88	2005	9	13	10	3	9	2	53	0	0

students												
	98	86	2004	3	9	6	17	9	20	35	0	0
			2003	Average hrs per week = 21 (4 using ICT to perform task)								
Other student contact	92	73	2005	14	50	22	5	0	3	7	0	0
	97	77	2004	0	70	17	5	5	3	0	0	0
			2003	Average hrs per week = 5 (1 using ICT to perform task)								
Supporting learning	98	93	2005	7	25	30	15	6	3	15	0	0
	97	94	2004	0	44	27	6	10	8	5	0	0
			2003	Average hrs per week = 9 (4 using ICT to perform task)								
Whole school activities	85	56	2005	24	43	18	3	1	6	5	0	0
	91	69	2004	5	90	0	0	2	2	2	0	0
			2003	Average hrs per week = 3 (2 using ICT to perform task)								
General administration	92	73	2005	16	56	15	3	0	5	6	0	0
	91	77	2004	5	87	3	0	3	0	0	0	0
			2003	Not given								

As with the support staff questionnaire, the teaching staff were asked to provide their views on school life, the findings of which make up the next section of the report.

- *Quality of Life:*

Staff were asked to respond to a series of statements about their perceived quality of life as a result of working at their respective institutions (see Table 98). In terms of enjoying work and managing their own time, the majority of staff responded positively (86%, and 80% cumulative responses respectively, compared to 76% and 73% last year). However levels of cumulative agreement for both statements were fairly similar to those found in this year's primary and FE teachers. They were however marginally lower than the response levels given by the support staff, to suggest overall satisfaction with quality of working life was higher in the secondary support than teaching staff sample. This pattern of support considering themselves better able to manage their own time was also found last year, and is likely to be linked into teachers working longer hours in general.

In line with this, 67% of the teaching staff cumulatively agreed that they found it difficult to unwind at the end of a work day (which had increased by 20% from last year, which was slightly higher than the 64% of primary teachers, and substantially higher than the 51% of FE teachers giving this response), whereas only 23% of secondary support staff reported the same. Furthermore, and taking account of the figure that teaching staff overall reported working more hours each week than the support staff, 75% of the secondary teachers stated that they wanted to reduce the hours they work, compared to 18% of support staff. Both of these had however increased, by 11% and 7% from last year. 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%), which was unsurprisingly echoed in the primary and FE teachers (97% and 100% cumulative agreement respectively), and the proportion of secondary teachers reporting this had increased by 6% from last year. Surprisingly, but as was found between the FE and primary staff this year, the teachers were more likely than support staff to report being expected to do things that were not part of their job (teachers: 72%, support staff: 16%). This is the reverse of last year, where support staff were more likely than teachers to give this response.

Table 98: Quality of Life (%)

	Strongly Disagree			**Disagree**			**Agree**			**Strongly Agree**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
I effectively manage my working time	5	3	6	15	15	20	45	55	49	35	18	25
I find it difficult to unwind at the end of a work day	6	12	12	27	33	30	46	32	34	21	15	25
I want teachers to spend less time on clerical and administrative work and more time on teaching and learning	0	0	3	4	1	2	35	34	26	61	56	70
I feel that my work in this school is valued	11	8	5	18	12	10	51	49	55	18	8	30
I am expected to do things that are not a part of my job	4	5	6	22	28	39	48	40	39	24	11	16
I want to reduce the hours I work	5	1	4	19	18	21	48	44	43	27	20	32
I feel unable to do things which I think should be a part of my job	11	12	7	41	33	31	34	35	39	13	7	23
I enjoy my work most of the time	1	4	1	12	7	6	52	56	55	34	20	37

- *Leadership and management:*

Teaching staff views about the school leadership were mostly positive (see Table 99), and secondary teachers' responses of either 'agree' or 'strongly agree' had increased or stayed the same as last year for four of the five statements. The largest increase was for the statement that there is good support for staff (65% cumulative agreement, compared to 52% last year but 70% in 2003. The statement with the most cumulative agreement both this year and last year was that the school has a good image with parents and the community (69%, compared to 67% last year but 82% in 2003. Decreasing its agreement from last year was the statement that there is a collaborative approach within staff (from 60% last year to 57% this year). This was however a very similar proportion to the 56% of secondary support staff who agreed or strongly agreed with this statement, which is very promising to find. The secondary teachers were however very similar to the FE teachers in their response to this question, as 55% of the FE teachers cumulatively agreed that there is a collaborative approach in their institution. Primary teachers were however far more positive about this aspect, with 84% cumulative agreement.

The secondary teachers were slightly less satisfied than the support staff for the statement of good leadership within the school (teachers 61%; support staff 63% cumulative

agreement), but for all other statements the teachers were more positive, with differences ranging from the 1% seen for the collaboration statement, to 19% for the view that there is good support for staff (65% cumulative agreement amongst secondary teachers, 46% for support staff).

Table 99: Leadership and management (%)

In this school there is….	Strongly Disagree			Disagree			Agree			Strongly Agree			Don't Know		
	05	04	03	05	04	03	05	04	03	05	04	03	05	04	03
Clarity about its aims and purposes providing a clear sense of direction for staff	13	10	1	25	17	14	50	50	56	11	8	29	1	7	0
Good leadership	14	9	3	25	15	16	44	53	45	17	8	35	0	5	1
Good support for staff	8	8	6	25	27	24	51	44	42	14	8	28	1	4	2
A good school image with parents and the community	7	5	1	20	13	14	51	57	51	18	10	31	4	9	4
A collaborative approach within the staff	7	6	2	35	22	19	47	53	47	10	7	28	1	3	4

- *Change and Development:*

Opinions about change and development are presented in Table 100. The most positive response over the three years of data collection was to school commitment to improvement (72% cumulative response, compared to 66% last year and 84% in 2003). Whilst this figure had increased from last year, it was still lower than the level it reached in 2003. This was also identified as the most positive change and development feature this year in all the other five staff groups. Cumulative agreement had increased from last year for all four statements.

66% of secondary teachers cumulatively agreed that there is a readiness to accept change to the way work is carried out, which has increased by 7% from last year, but is 11% lower than the 77% of secondary teachers reporting this in 2003. 65% of this year's secondary teachers felt there was a welcoming approach to external advice, which had increased from 57% last year. This proportion was similar to the 55% of this year's FE teachers agreeing or strongly agreeing with this statement, but some 23% lower than the proportion of primary teachers claiming the same. The primary teachers were the most positive teaching sample with regard to change and development, whilst the secondary teachers were at least 3% more positive than the FE teachers for the four statements in this section.

Table 100: Change and Development (%)

In this school there is….	Strongly Disagree			Disagree			Agree			Strongly Agree			Don't Know		
	05	04	03	05	04	03	05	04	03	05	04	03	05	04	03
An effective approach towards managing change	10	8	4	28	26	16	45	44	54	15	4	23	4	10	4
A readiness to accept changes to	7	3	2	24	16	18	54	54	55	12	5	22	2	13	3

the way work is carried out															
A strong culture of improvement	8	3	2	18	13	13	55	56	52	17	10	32	1	8	3
A welcoming approach to external advice and support to bring about change	6	2	2	24	17	14	57	50	54	8	7	25	5	16	7

- *Organisational Processes:*

Table 101 displays teaching staff attitudes towards the way in which the school operates as an organisation. Approximately two thirds of respondents were positive to all but one of the statements regarding organisational processes in their school. In spite of this, cumulative agreement had increased from last year for all six statements, with increases ranging from 5% for the statement that there is an effective management strategy for teaching and learning using ICT (64% this year, 59% last year and 41% in 2003); to 13% for the statement that there is a good process for deciding between priorities (45% this year, 32% last year but 53% in 2003). For this latter statement, cumulative disagreement has however equalled or outweighed agreement this and last year. It is however important to note that for all statements in this section, there was a smaller proportion of 'don't know' responses than last year and the year before.

The statement receiving the most cumulative agreement this year was that there is an effective strategy for record keeping (68%, compared to 57% last year and 65% in 2003). This was also viewed the most positively out of this section for the secondary support staff. 61% of the secondary teachers felt that there was good work in finding out the views of parents and the community (54% last year but 68% in 2003); 60% felt there was a good match between what people do and their skills (53% last year and 60% in 2003); and 58% felt there was an open and reflective evaluation of their schools' performance (50% last year but 69% in 2003). Overall, cumulative agreement was higher in the teaching than the support staff samples from the secondary schools. Cumulative agreement was lower in the secondary teachers than for the primary teachers, but higher than or equal to the responses given by the FE teachers, which is not surprising given the findings already reported above.

Table 101: Organisational Processes (%)

In this school there is….	**Strongly Disagree**			**Disagree**			**Agree**			**Strongly Agree**			**Don't Know**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
A good process for deciding between priorities	11	5	5	40	27	30	39	31	44	6	1	9	4	29	14
Open and reflective evaluation of its performance	7	3	4	29	22	21	52	46	53	6	4	16	6	17	7
A good match between what people do and their skills	6	5	5	29	16	27	52	51	44	8	2	16	5	17	9
Good work in finding out the views of parents/students	4	3	3	30	23	22	57	52	53	4	2	15	6	11	9

An effective strategy for record keeping	6	5	8	25	21	22	55	53	52	13	4	13	0	8	6
An effective management strategy for teaching and learning using ICT	9	5	13	25	20	36	53	54	35	11	5	6	3	8	10

- *Decision Making:*

Secondary teaching staff had mixed views regarding decision making in their schools. For all statements cumulative agreement had increased from last year, although cumulative disagreement outweighed agreement on two of the five statements (as it did last year). Unlike the previous sections however, the most positive response was only of 57% cumulative agreement (also with 38% cumulative disagreement) to the statement that there is appropriate delegation to staff at all levels. This had however increased from 48% cumulative agreement last year. Following from this, 56% cumulatively agreed that there is consultation with staff on key decisions (47% last year and 51% in 2003).

For a different statement, whilst cumulative agreement was higher than in the secondary support staff sample, responses to the item that there is joint planning between teachers and classroom/learning assistants received the least cumulative agreement (teachers 39%; support staff 23%), and this was one statement where disagreement was higher than agreement, for both teachers and support staff (teachers 51%; support staff 40% cumulative disagreement). Aside from this statement, levels of cumulative agreement with the items in this section were fairly similar for the secondary teaching and support staff, differing only by a maximum of 7%. The teachers however had slightly higher levels of agreement for all statements

53% of secondary teachers cumulatively agreed that there is clarity in roles and responsibilities in their school, which is far lower than the 83% of primary teachers making this claim, but greater than the 36% of FE teachers who felt institutional roles were clear. 46% of secondary teachers agreed (whilst 52% cumulatively disagreed) that their school has good communication and that people are well informed. Whilst this figure is low, it has increased by 11% from last year, was slightly more positive than the FE teachers' response, but less positive than the primary teachers.

Table 102: Decision Making (%)

In this school there is….	**Strongly Disagree**			**Disagree**			**Agree**			**Strongly Agree**			**Don't Know**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
Appropriate delegation to staff at all levels	9	6	5	29	24	28	55	46	50	2	2	8	5	15	9
Consultation with staff on key decisions	12	10	10	29	25	32	50	43	38	6	4	13	2	6	7
Good communication and people are well informed	17	17	10	35	37	34	37	34	41	9	1	12	2	4	2
Clarity in roles and responsibilities	15	10	7	31	31	25	49	43	52	4	2	15	2	5	3
Joint planning between teachers	16	13	12	35	30	37	34	28	31	5	4	7	10	15	12

and classroom/learning assistants															

- *Resource Management:*

Staff demonstrated slightly more positive responses to resource management than to decision making and organisational processes within the school, as was the case last year. Again responses were more positive than last year on all four statements, but more positive than 2003's responses on two statements, and less positive on the other two. Responses were more positive than the secondary support staff for comparable statements.

The most positive response from the teaching staff concerned the effective use of ICT in managing resources (increased by 10% from last year and 25% from 2003). Following this the school timetable was considered a positively managed resource by the secondary teachers (60% cumulative agreement that it was well designed and equitable, compared to 54% last year but 62% in 2003). This was 19% more than the proportion of FE teachers agreeing, but 27% less than the 87% of primary teachers who cumulatively agreed they had a well designed and equitable timetable This statement also received the most cumulative agreement from the primary teachers, to show that this is a source of great variation between the teachers of the three sectors.. 56% of the secondary support staff also cumulatively agreed with this statement.

59% of the secondary teachers cumulatively agreed that there was effective and efficient financial management in the school (increased by 11% from last year but decreased by 4% from 2003). 53%48% of respondents also agreed that there were appropriate class sizes for effective teaching and learning (increased by 5% from last year and 9% from 2003), although 43% also cumulatively disagreed with this notion.

Table 103: Resource Management (%)

In this school there is….	**Strongly Disagree**			**Disagree**			**Agree**			**Strongly Agree**			**Don't Know**		
	05	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**	**05**	**04**	**03**
Effective and efficient financial management	11	2	4	12	8	14	40	43	44	19	5	19	19	34	19
A well designed and equitable timetable	9	7	6	22	17	26	46	49	45	14	5	17	10	12	6
Appropriate class sizes for effective teaching and learning	15	13	14	28	28	31	43	43	29	10	5	15	4	1	2
An effective use of ICT in managing resources	13	6	10	14	16	25	55	50	32	8	3	7	10	17	25