Harnessing Technology: Schools Survey 2008

Report 2: Data

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Introduction

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

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

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

1. Survey respondents

1.1 Gender

Table 1.1 Q1 Gender

	Response	%
Primary	Female	79
	Male	19
	No response	2
	N = 159	
Secondary	Male	65
	Female	33
	No response	3
	N = 150	
Special	Female	60
	Male	37
	No response	3
	N = 193	

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

Table 1.2 Q1 Gender

	Response	%
Primary	Female	75
	Male	23
	No response	2
	N = 176	

	Response	%
Secondary	Male	72
	Female	28
	No response	0
	N = 184	
Special	Female	57
	Male	40
	No response	3
	N = 201	

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

Table 1.3 Q1 Gender

	Response	%
Primary	Female	85
	Male	12
	No response	3
	N = 419	
Secondary	Female	51
	Male	46
	No response	3
	N = 793	
Special	Female	68
	Male	28
	No response	3
	N = 466	

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

1.2 Years of experience

Table 1.4 Q2 Years of experience in education

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

1.3 Role

Table 1.7 Q3 Current role in school

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

	Response	%
	Head of ICT	1
	ICT manager	1
	Other	5
	No response	2
	N = 193	

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

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

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

2. Technological infrastructure

2.1 ICT equipment

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Table 2.1a Numbers of pupils to laptops, desktops and computers (ie desktops plus laptops) in each school[1]

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

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

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

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

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Table 2.4a Q8 How would you rate the quantity of the following different types of equipment that are available for use in your school?[3]

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

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

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

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

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

2.2 Infrastructure

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

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

Due to rounding, percentages do not sum to 100.

A filter question of Q12a.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

Table 2.9 Q13 At what speed is your network rated?

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

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

Due to rounding, percentages do not sum to 100.

A filter question of Q12a.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

Due to rounding, percentages do not sum to 100.

A filter question of Q12a.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

Due to rounding, percentages do not sum to 100.

A filter question of Q12a.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

Due to rounding, percentages do not sum to 100.

A filter question of Q12a.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

Table 2.13 Q17 How often is this monitoring carried out?

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

Due to rounding, percentages do not sum to 100.

A filter question of Q12a.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

2.3 Connectivity

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Table 2.16a Q18 Which of these best describes internet access at your school?[4]

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

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

	Response	%
Special	Staff have access, pupils have access only under supervision	64
	Staff and pupils have access	36
	Staff have access but pupils have no access	1
	N = 200	

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

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

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

A filter question of Q18.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

Speed

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

Due to rounding, percentages do not sum to 100.

A filter question of Q18.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

Performance

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

Due to rounding, percentages do not sum to 100.

A filter question of Q18.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

Reliability

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

Due to rounding, percentages do not sum to 100.

A filter question of Q18.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

Table 2.21 Q21 Does your school have its own website?

	Response	%
Primary	Yes	78
	No	17
	No response	5
	N = 176	
Secondary	Yes	90
	No	3
	No response	8
	N = 184	
Special	Yes	75
	No	21
	No response	4
	N = 201	

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008

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

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

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

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

A filter question of Q21.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

A filter question of Q21.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

A filter question of Q21.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

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

A filter question of Q21.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Table 2.23a Q23 Does your school offer secure login areas through its website to any of the following groups?[5]

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

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

A filter question of Q21.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

[5] This table includes respondents who provided a valid response. Please note the small N in some cases.

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

Table 2.24 Q24 Does your school have its own intranet?

	Response	%
Primary	No	84
	Yes	14
	No response	3
	N = 176	
Secondary	Yes	65
	No	33
	No response	2
	N = 184	
Special	No	60
	Yes	39
	No response	1
	N = 201	

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008

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

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

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

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

A filter question of Q24.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

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

A filter question of Q24.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

	Response	%

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

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

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008

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

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

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

	Response	**%**
Primary	No	72
	Don't know	12
	Yes	8
	No response	8
	N = 419	
Secondary	No	45
	Yes	40
	Don't know	10
	No response	5
	N = 793	
Special	No	67
	Yes	16
	Don't know	10
	No response	8
	N = 466	

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008

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

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

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

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

Due to rounding, percentages do not sum to 100.

A filter question of Q20.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

3. Management, leadership and administration

3.1 ICT strategy and leadership

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008

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

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

Primary

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

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

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

Secondary

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

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

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

Special

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

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

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

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

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

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

Primary

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

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

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

Secondary

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

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

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

Special

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

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

Source: NFER Harnessing Technology School Leadership Survey 2008.

3.2 Finance

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

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

	Response	Mean	Median	Min	Max	N
	Connectivity	6	1	1	33	25
	Quantity	5	3	1	85	115
	Software	5	1	1	60	33
	ICT support	4	1	1	33	41

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

3.3 Use of ICT in school management and communication

Table 3.11 Q19 Does your school have the following?

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

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

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

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

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

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

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

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

Due to rounding, percentages may not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

3.4 Collaboration

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

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

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

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

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

Source: NFER Harnessing Technology School Leadership Survey 2008.

Table 3.17a Q16 Does your school use ICT to collaborate with other organisations in any of the following ways?[10]

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

[10] Includes only respondents who said they were collaborating. Due to the small N, percentages are not used in this table.

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

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

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

Primary

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

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

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

Secondary

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

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

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

Special

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

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

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

3.5 Purchasing

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Table 3.19a Q38 How are the following technical support services mainly resourced for your school?[11]

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

[11] This table includes only respondents who provided a valid response. Please note the small N in some cases.

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

	Responses	ICT hardware such as workstations, servers, and peripherals %	ICT networking equipment and cabling %
Primary	Directly from its ICT supplier or reseller	48	36

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Table 3.21a Q49 How does your school obtain the following types of ICT support and advice?[12]

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

[12] This table includes respondents who provided a valid response. Please note the small N in some cases.

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

Table 3.22a Q50 From where does your school obtain the following internet services?[13]

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

[13] This table includes respondents who provided a valid response. Please note the small N in some cases.

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

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

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

3.6 Safety and security

Table 3.25 Q13 Does your school operate a CCTV system?

	Response	**%**
Primary	No	64
	Yes	36
	No response	1
	N = 159	
Secondary	Yes	86
	No	11
	No response	3
	N = 150	
Special	No	56
	Yes	43
	No response	1
	N = 193	

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

	Response	%
Primary	Yes	86
	No	9
	No response	6
	N = 176	
Secondary	Yes	91
	No	4
	No response	4
	N = 184	
Special	Yes	85
	No	8
	No response	8
	N = 201	

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

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

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

4. Using computers for teaching and learning

4.1 Resources

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

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

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

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

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

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

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

Source: Harnessing Technology School ICT Coordinator Survey 2008.

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

[14] Number of individuals includes all respondents who answered this question.
[15] Number of FTE includes only those respondents who answered both parts of this question.

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

	Response	%
Primary	No	95
	Yes	2
	No response	3
	N = 176	
Secondary	No	71
	Yes	26
	No response	3
	N = 184	
Special	No	94
	Yes	4
	No response	2
	N = 201	

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

4.2 Use in lessons/curriculum

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

	Response	Mean	Min	Max	N
Primary	Number of ICT teachers[16]	2.9	0	30	140
	Number of FTE[17]	2.4	0	23	92
Secondary	Number of ICT teachers	2.9	0	14	124
	Number of FTE	2.6	0	11	88
Special	Number of ICT teachers	2.3	0	21	161
	Number of FTE	1.6	0	13	103

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

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

[16] Number of ICT teachers is based on all the teachers who provided a response to this question.

[17] Number of FTE is based on all teachers who provided a response to both parts of this question.

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

A filter question of Q6.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

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

A filter question of Q6.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

Primary

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

Secondary

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

Special

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

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

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

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

Primary

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

Secondary

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

Special

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

4.3 Use of ICT facilities

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

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

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

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

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

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

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

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

4.4 E-assessment and reporting

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

Primary

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

Secondary

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

Special

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

Primary

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

Secondary

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

Special

Response	At least once a week %	About once every 2–3 weeks %	About once a month %	About once a term %	Less often %	Never %	No response %

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

5. Practitioner perceptions, confidence and CPD

5.1 CPD

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

	Response	%
Primary	No	69
	Yes	29
	No response	3
	N =159	
Secondary	No	70
	Yes	27
	No response	3
	N =150	
Special	No	73
	Yes	26
	No response	1
	N = 193	

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

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

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

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

Primary

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Table 5.4a Q32 Thinking of the ICT training and/or ICT support you have accessed, please rate the following items. (Combined items)[18]

Primary

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

Secondary

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Table 5.5a Q32 Thinking of the ICT training and/or ICT support you have accessed, please rate the following items. (Combined items)[19]

Secondary

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

Special

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Table 5.6a Q32 Thinking of the ICT training and/or ICT support you have accessed, please rate the following items. (Combined items)[20]

Special

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

Primary

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

Secondary

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

Response	Need a lot more development %	Need a little more development %	Don't need any more development %	Not applicable %	No response %
N = 466					

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

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

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

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

5.2 Practitioner perceptions

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

5.3 Impact of ICT

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

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

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

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

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

Open response question.

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

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

Open response question.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Table 5.19a Q35 In general, how much time would you say that you currently save or lose each week by using the following ICT resources[24]

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

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

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

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

Table 5.20a Q36How much time would you say you currently save or lose each week by using ICT for the following tasks?[25]

Response	Save more than 2 hours %	Save between1 and 2 hours %	Save up to 1 hour %	Does not make any difference %	Lose up to 1 hour %	Lose between 1 and 2 hours %	Lose more than 2 hours %	N
Primary								
Report writing	43	12	16	25	0	0	3	382
Lesson planning	22	22	19	26	4	4	3	391
Marking/assessment	3	8	15	66	5	1	1	268
Communication with parents	3	4	18	72	3	0	0	185
Communication with staff	2	5	23	68	3	0	0	227
Communication with pupils	0	6	6	87	0	0	0	145

[25] This table includes only those respondents who provided a valid response to this question.

Response	Save more than 2 hours %	Save between1 and 2 hours %	Save up to 1 hour %	Does not make any difference %	Lose up to 1 hour %	Lose between 1 and 2 hours %	Lose more than 2 hours %	N
Secondary								
Lesson planning	17	15	18	35	6	6	4	696
Report writing	15	16	26	28	7	3	4	736
Communication with staff	11	14	31	35	5	3	1	661
Marking/assessment	6	10	19	53	7	4	2	627
Communication with parents	3	3	18	72	3	0	0	503
Communication with pupils	2	5	14	77	2	0	0	492
Special								
Report writing	24	18	27	28	2	1	2	426
Lesson planning	19	22	26	27	3	2	2	428
Marking/assessment	10	9	18	53	7	2	2	328
Communication with staff	4	9	22	63	1	0	0	298

Response	Save more than 2 hours %	Save between1 and 2 hours %	Save up to 1 hour %	Does not make any difference %	Lose up to 1 hour %	Lose between 1 and 2 hours %	Lose more than 2 hours %	N
Communication with pupils	4	5	11	78	2	0	0	217
Communication with parents	3	5	17	73	2	0	0	233

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

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

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

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

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

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

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

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

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

6. Special themes: Home access

6.1 Home access

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

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

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

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

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

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

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

The proportion of pupils with home access will:

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

	Response	%
	N = 150	
Special	Increase slightly	52
	Stay about the same	31
	Increase substantially	12
	Decrease	0
	No response	6
	N = 193	

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

Special	Increase slightly	56
	Stay about the same	31
	Increase substantially	7
	Decrease	1
	No response	6
	N = 201	

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

	Response	%
	School procurement policies	10
	Other	5
	No response	55
	N = 193	

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

Source: NFER Harnessing Technology School Leadership Survey 2008.

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

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

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

	Response	%
Primary	No	94
	Yes	4
	No response	2
	N = 176	
Secondary	No	78
	Yes	17
	No response	4
	N = 184	
Special	No	92
	Yes	5
	No response	4
	N = 201	

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

	Response	%
	No response to this question	50
	N = 10	

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

A filter question of Q31a.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

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

6.2 Learning platforms

Table 6.8 Q40 Does your school use a learning platform?

	Response	%
Primary	No	76
	Yes	21
	No response	3
	N = 176	
Secondary	Yes	60
	No	35
	No response	4
	N = 184	
Special	No	68
	Yes	30
	No response	2
	N = 201	

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

	Response	**%**
Primary	No	47
	Don't know	25
	Yes	21
	No response	8
	N = 419	
Secondary	Yes	56
	No	21
	Don't know	19
	No response	5
	N = 793	
Special	No	37
	Yes	32
	Don't know	23
	No response	8
	N = 466	

Due to rounding, percentages do not sum to 100.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

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

Open-response question.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

Primary

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

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

Due to rounding, percentages do not sum to 100.

A filter question of Q16.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

Primary

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

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

Secondary

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

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

Due to rounding, percentages do not sum to 100.

A filter question of Q16.

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

Secondary

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

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

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

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

Special

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

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

Due to rounding, percentages do not sum to 100.

A filter question of Q16.

Source: NFER Harnessing Technology School Teacher Survey 2008 .

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

Special

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

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

Response	Not useful %	Useful %	N
For Web 2.0-related activities			
Wikis, blogs, podcasting, social networking	54	46	56

Source: NFER Harnessing Technology School Teacher Survey 2008.

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

Table 6.14 Q42 How was this learning platform purchased?

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

Due to rounding, percentages do not sum to 100.

A filter question of Q40.

Source: NFER Harnessing Technology School ICT Coordinator Survey 2008.

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

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

Primary

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

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

Secondary

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

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

Special

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

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

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