Harnessing Technology in Schools Survey 2007

Technical Report

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Contents

Background

The *Harnessing Technology in Schools Survey* was designed to gather data on key indicators of e-maturity and ICT usage in schools. It was carried out for Becta by the National Centre for Social Research (NatCen). This technical report outlines the research methods used in the survey.

The DCSF strategy document *Harnessing Technology* (March 2005) sets out the need for a more strategic approach to the future development of ICT in education, skills and children's services. This approach is intended to:

- transform teaching and learning and help to improve outcomes for children, young people and adults through shared ideas, more exciting lessons and online help for professionals
- engage 'hard to reach' learners with special needs, support more motivating ways of learning and more choice about how and where to learn
- build an open, accessible system with more information and services online for parents and carers, children, young people, adult learners and employers and more cross-organisation collaboration to improve personalised support and choice
- achieve greater efficiency and effectiveness, with online research, access to shared ideas and lesson plans, improved systems and processes in children's services, shared procurement and easier administration.

The *Harnessing Technology in Schools Survey* had the following objectives:

- To provide indicators of progress across the transformational themes of the Harnessing Technology Strategy.
- To identify progression towards institutional and practitioner e-maturity.
- To provide measures of teachers' use of ICT to improve productive time.

The survey was conducted in maintained primary and secondary schools in England in autumn 2006.

1 Sample design

The sample for this survey was selected from EduBase, a database of information on all schools in England held on behalf of the Department for Children, Schools and Families (DCSF).

The sample was drawn in three stages:

- Local authorities were selected.
- The number of selected local authorities were then picked at random.
- Within selected local authorities, schools were selected.

Each of these stages is described in more detail below:

1.1 Schools excluded from sample

In order to avoid over burdening schools with research requests, a number of schools were excluded from the sampling frame prior to sampling. These included schools sampled for recent studies conducted on behalf of Becta and EdExcel.

Special schools and pupil referral units were also excluded.

1.2 How the sample was drawn

The first stage of the sampling was to select 110 local authorities. Small local authorities (for example, City of London and Scilly Isles) were excluded before sampling.

All large local authorities were automatically selected; smaller local authorities were selected with probability proportional to total pupil numbers (which is closely correlated with both the number of primary schools and the number of secondary schools). Large local authorities are defined as having 50,900 or more pupils[1] and there were 43 such local authorities. The remaining local authorities were then stratified by Government Office Region (GOR) and within GOR by total number of pupils and 67 selected with probability proportional to size.

To increase fieldwork efficiency, the selected local authorities were split into two equal halves based on the easting grid references of the schools. The second stage of sampling was to select one local authority at random.

The third stage of sampling was to select the schools. The schools in the selected local authorities were stratified before selection took place. The schools were sorted by school type, area-level deprivation indicator, area-level measure of ethnicity and

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[1] The decision to split at 50,900 was based on the fact that this is the lowest number for which none of the PPS sampling fractions would exceed one (found out by trial and error).

school size (based on total number of pupils). The area-level deprivation indicator used was the 2004 Index of Multiple Deprivation (IMD) at the Super Output Area. The area-level measure of ethnicity was based on the 2001 census data.

1.3 Selection of schools

The final stage of sampling was to draw 400 primary schools and 431 secondary schools from the selected local authorities. A 'weighted' sampling approach was used to draw the sample. The down-weighted schools, in larger local authorities, meaning an even number of schools was drawn from each local authority.

The probability of selection for each school in each local authority was calculated (based on a sample drawn with equal probability). This was calculated as s* Ni/N, where Ni is the number of pupils in the school, N is the total number of pupils and s is the sample size[2].

A correction factor was then calculated which was used to adjust the selection probabilities. The number of pupils in each school was weighted by this correction factor. This correction factor ensured an even number of schools were sampled within each of the selected local authorities (the numbers drawn per local authority are given in the table below).

The secondary and primary schools were drawn separately. Secondary schools were selected with probability proportional to the weighted number of pupils within them. The weighted pupil count was cumulated down the complete ordered list of secondary schools. The sampling interval, I, was generated where I = total weighted pupil count/ 431. A random start, R, between 1 and I was generated and 431 schools selected by taking those containing the Rth, (R+I)th, (R+2I)th,… pupil, working down the cumulative total.

The same method was used to draw 400 primary schools.

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[2] The schools were drawn with probability proportional to size, giving larger schools a greater chance of being included in the survey. This gives a sample that is representative of pupils, rather than a sample that is representative of schools, meaning school-level estimates will be biased towards larger schools. The schools should have been drawn with equal probability. A selection weight is required to give correct school-level estimates.

Table 1.1 Distribution of sampled schools by GOR

GOR	Primary (n)	Secondary (n)	Total (n)	Percentage of total sampled
East Midlands	27	28	55	7
East of England	31	36	67	8
London	73	75	148	18
North East	30	31	61	7
North West	58	64	122	15
South East	47	51	98	12
South West	44	46	90	11
West Midlands	43	48	91	11
Yorkshire and The Humber	47	52	99	12
Total	400	431	831	

Note: Percentages may add up to more than 100 due to rounding.

2 Questionnaire

Six self-completion questionnaires were used for the study:

1. Primary school leadership questionnaire
2. Primary school ICT infrastructure questionnaire
3. Primary school teacher questionnaire
4. Secondary school leadership questionnaire
5. Secondary school ICT infrastructure questionnaire
6. Secondary school teacher questionnaire

Leadership questionnaires were completed by the headteacher of the school and ICT infrastructure questionnaires completed by the ICT co-ordinator. In primary schools teacher questionnaires were completed by subject co-ordinators for maths, English and science. In secondary schools, teacher questionnaires were completed by the heads of department for maths, English, science, modern languages, geography and music.

There were only minor differences between questionnaires for primary and secondary schools, such as references to relevant key stages.

Questionnaires were professionally typeset. Each of the six questionnaires was printed in a different colour in order to make it easy to distinguish between them.

2.1 Leadership questionnaire

Primary and secondary leadership questionnaires included the following sections:

- Role of respondent within school
- ICT strategy and finance
  - o ICT strategy/ improvement plan
  - o Investment in ICT infrastructure
  - o Proportion of budget spent on ICT
  - o Priorities for ICT spending
  - o Technology for collaborating with other organisations
  - o Influences on e-learning strategy
  - o Data protection policy
  - o Acceptable use policy
- Use of ICT in school management
  - o Accounting and financial management
  - o Pupil achievement records
  - o Pupil attendance
- Use of ICT for learning

- o How decisions about use of digital learning resources are made
- o Use of email/ online discussion/ personal websites for assisting learning
- o Methods of communication with parents
- o Pupil use of school ICT facilities outside lessons
- o Community use of ICT facilities

2.2 ICT infrastructure questionnaire

Primary and secondary ICT infrastructure questionnaires included the following sections:

- Role of respondent within school
- Network
  - o Types of networks
  - o Network cabling
  - o Wireless networking
  - o Access
  - o Maintenance
- ICT resources
  - o Availability
  - o Fitness for purpose
  - o Rating of quantity
- Internet and email
  - o Access
  - o Rating of speed
  - o Rating of number of connections
  - o School website
  - o Intranet
  - o Extranet
  - o Learning platforms
- Software
  - o Finding software
  - o Fitness for purpose
  - o Location
- Technical support and policy on ICT use
  - o Resourcing technical support
  - o Technical support staff
  - o Virus protection
  - o Firewalls

- o Backing-up data
- ICT procurement
  - o Purchasing equipment
  - o Obtaining ICT support and advice
  - o Purchasing internet services
- Staff use of ICT
  - o Training
  - o Teachers' confidence/enthusiasm in using ICT for delivering the curriculum

2.3 Teacher questionnaire

Primary and secondary teacher questionnaires included the following sections:

- Subject taught and key stage
- Access to ICT resources
  - o Resources available in lessons
  - o Rating of quantity
  - o Learning platforms
  - o Networks
- Lesson planning
  - o Digital learning resources
  - o Paper-based resources
  - o Rating of curriculum-related software
- ICT in the classroom
  - o Frequency of use of resources
  - o Use of ICT for homework
- Assessment
  - o Use of technology for assessment
  - o Electronic storage of assessment information
- Technical support
  - o Frequency of technical problems with ICT equipment/ networks
- Continuous professional development
  - o Personal effectiveness in using ICT to support the curriculum
  - o ICT training
  - o Advice about ICT in teaching
- Impacts of ICT
  - o Impacts of ICT on different groups of pupils

Copies of all questionnaires can be found in Appendix A.

3 Survey developments

A small pilot survey was carried out between the 15 and 25 September 2006. Three primary schools and three secondary schools were selected to participate in the pilot. The sample was selected from the EduBase database and included schools in different geographic regions.

Questionnaires were posted to the headteacher, ICT co-ordinator and relevant subject co-ordinators or subject heads at each school.

In the time available it was only possible to collect feedback from four respondents at two secondary schools: two headteachers, one ICT co-ordinator and one head of department for English. Two of the schools declined to take part, while other individuals might have co-operated if more time had been available.

Feedback was collected by the Telephone Unit at NatCen. Focusing on each section of the questionnaire in turn, telephone interviewers were instructed to collect information on any questions that the respondent found difficult to understand or difficult to answer.

No serious issues were reported with the questionnaires. Two minor changes were made as a result of feedback:

- A definition of 'learning platform' was added to teacher and ICT questionnaires.
- A definition of 'secure' (in the context of a 'secure personal area for storing work') was added to the ICT questionnaires.

4 Data collection

4.1 Telephone check and letter to headteachers

Calls were made to selected schools by NatCen's Telephone Unit before the initial mailing to confirm the details of the headteacher on the sample file and update where necessary. Contact details for the ICT co-ordinator were also collected. Calls were made between 6 and 14 September 2006.

Following this, a letter was sent to headteachers on 2 October. The letter explained that the study would be taking place later in the term and an interviewer would be in touch with the person responsible for ICT in the school.

4.2 Contacting ICT co-ordinators

Interviewers then posted letters to the ICT co-ordinators providing information on the study and informing them that they would soon be in contact by telephone to arrange an appointment to visit them at the school. Interviewers were provided with these letters on 31 October and posted them over the following days.

4.3 First school visit

Following these telephone calls, interviewers made their first visits to the schools. During these visits they placed questionnaires with ICT co-ordinators for them to distribute to their colleagues as well as a questionnaire for the ICT co-ordinator to complete themselves. A covering letter was left with each questionnaire.

Appointments were made for the interviewer to return to collect the completed questionnaires.

Following each visit, interviewers mailed a postcard to the NatCen Field department informing them that they had placed their questionnaires for a particular school. This allowed the Field department to monitor field progress.

Copies of all covering letters can be found in Appendix B.

Copies of all advance letters can be found in Appendix C.

4.4 Second school visit

During the second school visit (typically a week after the first), interviewers collected completed questionnaires from the ICT co-ordinator. Return envelopes were left for questionnaires that had not been returned for interviewer collection so that these could be posted back to NatCen once completed.

4.5 Fieldwork timetable

Table 4.1 Fieldwork timetable

Fieldwork stage	Date
Telephone unit calls to check/collect names	6-14 September 2006
Advance letter sent toheadteachers	2 October 2006
Interviewers begin to send advance letters to ICT co-ordinators	31 October 2006
Interviewers begin telephoning ICT co-ordinators to make appointments	2 November 2006
Interviewers begin making visits to schools to distribute questionnaires	3 November 2006
End of fieldwork (all questionnaires collected and returned to office)	31 January 2007

5 Response

5.1 Outcomes by school type

Table 5.1 shows the outcomes for issued schools (broken down by primary and secondary).

Interviewers were able to carry out two visits in 63 per cent of both primary and secondary schools. The most common unproductive outcomes were refusals to the interviewer from the school (14 per cent of primary schools and 11 per cent of secondary schools) and the interviewer being unable to make contact with the ICT co-ordinator (eight per cent of both primary and secondary schools).

Table 5.1 School outcomes

Outcomes	Primary	Secondary
Schools issued	400	431
Ineligible	6	0
Total eligible	394	431
Two visits conducted	249 (63%)	273 (63%)
One visit only conducted	24 (6%)	30 (7%)
Refusal to office	20 (5%)	22 (5%)
Refusal to interviewer	55 (14%)	47 (11%)
Broken appointment	3 (1%)	4 (1%)
No contact with school	0	1 (0%)
Contact with school but not ICT co-ordinator	32 (8%)	35 (8%)
Contact with ICT co-ordinator but unable to arrange visit	8 (2%)	15 (3%)
Other unproductive	3 (1%)	4 (1%)

While interviewers made two visits at 63 per cent of primary and secondary schools, the second visit did not always produce completed questionnaires. In other cases interviewers were unable to make a second visit but the school returned the questionnaires directly to the NatCen Field Department. In total, 248 primary schools and 283 secondary schools returned at least one completed questionnaire and were therefore defined as having participated in the survey.

5.2 Rate of participation by Government Office Region (GOR)

Tables 5.2 and 5.3 show the rate of participation amongst primary and secondary schools by GOR. Participating schools are defined as those from which at least one completed questionnaire was collected.

Around three-quarters of selected primary schools participated in the study, in the East of England (74 per cent), North East (73 per cent) and South East (72 per cent). In comparison, approximately half of schools participated in London (49 per cent), the North West (53 per cent) and the West Midlands (53 per cent).

Table 5.2 Primary rate of participation by GOR

GOR	Participating schools (n)	Total number sampled in GOR (n)	Percentage of sampled schools participating
East Midlands	18	27	67
East of England	23	31	74
London	36	73	49
North East	22	30	73
North West	31	58	53
South East	34	47	72
South West	30	44	68
West Midlands	23	43	53
Yorkshire and Humber	31	47	66
Total	248	400	62

Among secondary schools the highest response was from schools in the South East (75 per cent) while the lowest was in London (52 per cent) (Table 6.3).

Table 5.3 Secondary rate of participation by GOR

GOR	Participating schools (n)	Total number sampled in GOR (n)	Percentage of sampled secondary schools in GOR
East Midlands	19	28	68
East of England	25	36	69
London	39	75	52
North East	21	31	68
North West	44	64	69
South East	38	51	75
South West	29	46	63
West Midlands	32	48	67
Yorkshire and Humber	36	52	69
Total	283	431	66

5.3 Response by questionnaire type

Table 5.4 shows the total numbers of each type of questionnaire received.

The highest response was from the ICT co-ordinator, with ICT questionnaires received from 59 per cent of all issued primary schools and 60 per cent of secondary schools. Response rates for other questionnaires were lower – this was to be expected to some extent as the other questionnaires were distributed and collected by the ICT co-ordinator. In primary schools, subject questionnaires were received from 53 per cent of eligible teachers in all issued schools and a leadership questionnaire was received from 53 per cent of all issued schools. In secondary schools, 46 per cent of eligible teachers in all issued schools completed a questionnaire and leadership questionnaires were received from 42 per cent of issued schools. The response rates among teachers as a proportion of responding schools were very similar to the Curriculum Online surveys. The lower response among teachers and headteachers in secondary schools was probably partly due to the greater size of secondary schools which makes it more difficult for ICT co-ordinators to ensure questionnaires are completed.

Table 5.4 Questionnaires received

Questionnaire type	Number received (n)	%of all issued schools	Percentage of schools with ICT questionnaire
Primary ICT	234	59	-
Secondary ICT	258	60	-
Primary leadership	210	53	90
Secondary leadership	183	42	71
Primary teacher	621	53	88
Secondary teacher	1200	46	77

5.4 Fieldwork issues

The achieved response rate of interviewers conducting two visits at 63 per cent of schools fell short of the 67 per cent target.

We have investigated the reasons why the response rates to this survey fell short of the target:

- Feedback from interviewers suggests that more problems were encountered making contact with the ICT co-ordinator than had been found on the Curriculum Online studies, in particular getting past the school receptionist. Where attempts at telephone contact were unsuccessful, interviewers tried visiting in person and in cases where email addresses could be collected, emails were sent from the office.
- Refusals were often because schools were 'too busy' with a number of schools citing Ofsted inspections.
- Schools complained about the volume of research requests they receive which is perceived to be increasing year on year.
- Some interviewers reported that the direct involvement of the headteacher in this study (to complete the leadership questionnaire) meant that the co-operation of the school had to be secured through the head, which made it more difficult.

Some interviewers also reported that as ICT use has become more main-stream there was less enthusiasm for the study than was the case with Curriculum Online.

6 Data processing

Questionnaires were edited and coded at NatCen's central data processing offices in Brentwood.

Questionnaires were keyed by an outside organisation and computer edited at NatCen's data processing offices in Brentwood using Qudicor editing programs. These editing programs were based on a series of logical and range checks written by the researchers. Any inconsistencies or anomalies were identified and the questionnaires were checked by staff at Brentwood. Where necessary these problems were referred to the researchers who made decisions about how to resolve them.

7 Weighting

Selection weights were applied to the samples of primary and secondary schools. These selection weights were generated as the inverse of the overall selection probabilities and adjusts the sample to make it representative of the population of schools. This weight is required because we over-sampled larger local authorities and schools and because we drew roughly even numbers of schools per local authority (see Section 2.1). The selection weight will allow us to produce school level estimates that are comparable to those from the Curriculum Online surveys previously conducted by NatCen on behalf of Becta.

The selection weights have the effect of making the sample representative of the population of schools. This can be seen when the responding sample (weighted by the selection weight) is compared to the population of schools (see the first and third columns in Tables 1 and 2). The profile of the responding sample, weighted by the selection weight, is close to the population. However there are still some small discrepancies.

A non-response analysis was carried out which showed there were some significant differences in response between different groups in the sample. For the primary schools, the sample under-represented deprived areas like London, the north-west and voluntary controlled schools. The sample over-represented primary schools in the south-east. For secondary schools the sample also under-represented London and over-represented the south-east. In addition, there was a significant difference in response by school size with a poorer response from 'middle sized' secondary schools (schools with 500–999 pupils). We decided to include a non-response element in the weights. Further to the selection weights, a set of non-response weights were generated to correct for any bias in the sample due to differential non-response.

Rather than weight back to the issued sample, we chose to weight back to the whole population of schools. This had the added advantage of correcting for exclusions made from the sample frame prior to selection.

The non-response weights were generated using raking ratio weighting (also known as rim weighting). The selection weights are adjusted using an iterative procedure until the weighted sample has a distribution that matches the population for a number of key characteristics. In this case the variables used were those significantly related to non-response in our analysis. For primary schools we used school type, Government Office Region (GOR) and area-level deprivation indicators. For secondary schools we used school size and GOR. The adjusted weight was trimmed at the top and bottom two per cent to remove very high or very low weights. The final weight was then scaled to the number of responding schools; all schools with an ICT, teacher or headteacher response.

The final, weighted sample is representative of the population of schools and comparable to COL. The weighted and unweighted distributions for primary and secondary schools are given in Tables 8.1 and 8.2.

Table 7.1 Sample and population distributions of primary schools

	Population of schools		Achieved sample weighted by final weight		Achieved sample weighted by selection weight only		Achieved sample - unweighted	
	n	%	N	%	n	%	n	%
GOR								
East Midlands	1703	9.8	24	9.8	468	9.5	18	7.3
East of England	2059	11.8	29	11.8	578	11.7	23	9.3
London	1824	10.5	26	10.5	371	7.5	36	14.5
North East	926	5.3	13	5.3	291	5.9	22	8.9
North West	2573	14.7	37	14.7	589	11.9	31	12.5
South East	2684	15.4	38	15.4	994	20.1	34	13.7
South West	1951	11.2	28	11.2	530	10.7	30	12.1
West Midlands	1847	10.6	26	10.6	451	9.1	23	9.3
Yorkshire and Humber	1880	10.8	27	10.8	666	13.5	31	12.5
School type								
Community	10948	62.1	154	62.1	3137	63.5	183	73.8
Foundation	367	2.1	5	2.1	126	2.6	6	2.4
Voluntary aided	3757	21.3	53	21.3	1117	22.6	46	18.5
Voluntary controlled	2569	14.6	36	14.6	557	11.3	13	5.2
Urban/rural								

Rural	5249	29.8	85	34.2	1692	34.3	44	17.7
Urban	12175	69.0	163	65.8	3246	65.7	204	82.3
IMD							
0.59->8.35 [least deprived]	3449	19.5	48	19.5	1135	23.0	51	20.6
8.35->13.72	3811	21.6	54	21.6	1094	22.2	37	14.9
13.72->21.16	3643	20.6	51	20.6	1023	20.7	53	21.4
21.16->34.21	3293	18.7	46	18.7	841	17.0	48	19.4
34.21->86.36 [most deprived]	3446	19.5	48	19.5	845	17.1	59	23.8
School size							
<250	10320	58.5	151	60.8	3017	61.1	97	39.1
250-499	6633	37.6	88	35.5	1735	35.1	129	52.0
500-999	562	3.2	9	3.8	186	3.8	22	8.9
Weighted base	-		248		4938		-	
Unweighted base	17642		248		248		248	

Table 7.2 Sample and population distributions of secondary schools

	Population of schools		Achieved sample weighted by final weight		Achieved sample weighted by selection weight only		Achieved sample - unweighted	
	n	%	N	%	n	%	n	%
GOR								
East Midlands	299	8.9	25	8.9	68	8.4	19	6.7
East of England	427	12.7	36	12.7	111	13.7	25	8.8
London	402	11.9	34	11.9	68	8.4	39	13.8
North East	205	6.1	17	6.1	54	6.6	21	7.4
North West	473	14.1	40	14.1	128	15.8	44	15.5
South East	503	14.9	42	14.9	132	16.3	38	13.4
South West	319	9.5	27	9.5	75	9.3	29	10.2
West Midlands	415	12.3	35	12.3	92	11.4	32	11.3
Yorkshire and Humber	323	9.6	27	9.6	80	10.0	36	12.7
School type								
Community	2178	64.2	174	61.5	497	61.6	178	62.9
Foundation	532	15.7	40	14.0	125	15.5	41	14.5
Voluntary aided	562	16.6	58	20.4	152	18.9	52	18.4
Voluntary controlled	121	3.6	12	4.2	33	4.1	12	4.2
Urban/rural								
Rural	523	15.4	46	16.1	123	15.2	35	12.4
Urban	2835	83.6	237	83.9	684	84.8	248	87.6

IMD								
0.59->8.35 [least deprived]	703	20.7	55	19.3	160	19.8	53	18.7
8.35->13.72	696	20.5	65	22.9	165	20.4	55	19.4
13.72->21.16	732	21.6	72	25.5	210	26.1	61	21.6
21.16->34.21	687	20.2	46	16.3	139	17.2	58	20.5
34.21->86.36 [most deprived]	575	16.9	45	16.0	133	16.5	56	19.8
School size								
<250	24	0.7						
250-499	212	6.3	18	6.3	49	6.1	5	1.8
500-999	1392	41.2	117	41.5	276	34.2	82	29.0
	898	26.6	76	26.8	254	31.5	93	32.9
Weighted base	853	25.2	72	25.4	228	28.2	103	36.4
Unweighted base								

8 Analysis

8.1 Analysis outputs

Analysis outputs have been prepared in the form of data for analysis in SPSS for Windows.

A full report of the survey findings has been prepared for Becta.

8.2 Standard errors

Tables in this section, present estimates for standard errors for key variables in the main report, taking into account the complex sample design of the survey.

The standard errors were calculated on weighted data using STATA (a statistical analysis software package).

Table 8.1 Standard errors for key survey estimates

Characteristic	Population	Percentage/ mean	Unweighted base	Standard error of p/mean
Figure 3.1[3] **Mean number of interactive whiteboards per school (2006)**	All ICT respondents answering			
Primary		8.0	234	0.355
Secondary		22.3	258	1.260
Figure 3.2 **Mean number of pupils per computer in schools (2006)**	All ICT respondents answering			
Primary		6.6	234	0.245
Secondary		3.6	258	0.135

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[3] Figures are in reference to the main survey report (published at http://partners.becta.org.uk/index.php?section=rh&catcode=_re_rp_02&rid=14110).

Figure 3.4 Rating of fitness for purpose of software for school curriculum use	All ICT respondents answering			
Primary				
Very good		27	233	3.809
Quite good		64	233	4.305
Not very good		8	233	2.783
Not at all good		0	233	
Secondary			257	
Very good		29	257	3.434
Quite good		67	257	3.289
Not very good		2	257	0.920
Not at all good		1	257	1.094
Table 3.7 Rating of fitness for purpose of resources in primary schools (percentage quite/very good)	All with each type of resource answering (ICT respondents)			
Desktop computers		82	104-232	3.453
Laptops		94	104-232	2.168
Interactive whiteboards		99	104-232	0.553
Data loggers		78	104-232	6.530
Table 3.8 Rating of fitness for purpose of	All with each type of resource answering			

resources in secondary schools (percentage quite/very good)	(ICT respondents)			
Desktop computers		97	76-252	0.999
Laptops		86	76-252	2.382
Interactive whiteboards		95	76-252	1.686
Handheld computers		63	76-252	6.334
Data loggers		77	76-252	4.801
Tablet PCs		61	76-252	6.727
Table 3.9 Rating of quantity of resources in primary schools (percentage saying 'less than we need')	All with each type of resource answering (ICT respondents)			
Primary				
Desktop computers		27	103-229	4.155
Laptops		37	103-229	4.429
Interactive whiteboard		19	103-229	3.469
Data loggers		63	103-229	6.303
Table 3.10 Rating of quantity of resources in secondary schools (percentage saying 'less than we need')	All with each type of resource answering (ICT respondents)			

Secondary				
Desktop computers		48	70-256	4.213
Laptops		42	70-256	3.465
Interactive whiteboard		49	70-256	3.984
Handheld computers		43	70-256	6.308
Data loggers		57	70-256	4.943
Tablet PCs		52	70-256	6.549
Table 3.17 **Use of wireless networking technology in schools**	All ICT respondents answering			
Primary				
Our whole network is wireless		2	233	1.161
Substantial part of network is wireless		21	233	3.272
Small part of network is wireless		26	233	3.640
None of network is wireless		50	233	4.474
Secondary				
Our whole network is wireless		2	257	0.917
Substantial part of network is wireless		20	257	2.909
Small part of		60	257	3.417

network is wireless				
None of network is wireless		18	257	3.183
Table 3.19 **Speed of internet connection in schools**	All ICT respondents answering			
Primary				
Fast enough for all/most of our requirements		65	233	4.260
Fast enough for some of our requirements		26	233	3.925
Not fast enough for our requirements		9	233	2.974
Secondary				
Fast enough for all/most of our requirements		67	258	3.640
Fast enough for some of our requirements		25	258	3.249
Not fast enough for our requirements		8	258	2.110
Table 3.20 **Number of internet connections in schools**	All ICT respondents answering			
Primary				

More than we need		17	232	3.125
About the right amount		69	232	3.970
Less than we need		14	232	3.054
Secondary				
More than we need		24	252	3.114
About the right amount		58	252	3.317
Less than we need		18	252	2.536
Figure 4.10 **Percentage of schools using paper, email and text messages to communicate with parents**	All headteachers answering			
Primary				
Paper messages		99	181	0.529
Email		70	181	4.402
Text message		9	181	2.315
Secondary				
Paper messages		100	210	-
Email		86	210	2.888
Text message		36	210	4.503
Figure 5.2	All teachers			

Teachers' use of ICT resources in lessons (proportions using in half or more lessons)	answering			
Primary				
Computer packages		56	601-613	3.276
Internet-based resources		54	601-613	2.769
Display technologies		86	601-613	2.137
Subject-specific software		49	601-613	3.154
Digital video/camera		9	601-613	1.907
Secondary				
Computer packages		36	1180-1185	1.756
Internet-based resources		33	1180-1185	1.571
Display technologies		64	1180-1185	1.874
Subject-specific software		41	1180-1185	1.435
Digital video/camera		3	1180-1185	0.642
Figure 5.3 Teachers' use of ICT in lessons for different activities (proportions	All teachers answering			

using in half or more lessons)			
Primary			
Whole-class activities		80	609-613	2.277
Small-group activities		43	609-613	3.144
Working alone		31	609-613	3.896
Secondary			
Whole-class activities		53	1188-1192	1.982
Small-group activities		21	1188-1192	1.435
Working alone		22	1188-1192	1.426
Figure 5.4 Homework requiring a computer or internet access (% of teachers setting 'very often' or 'quite often')	All teachers answering		
Primary			
Use of a computer		13	614	1.768
Access to the internet		11	614	1.601
Secondary			
Use of a computer		32	1192	1.502
Access to the internet		30	1192	1.578

Figure 5.14 Teachers' views of impacts of ICT on girls and boys (per cent agree strongly ICT can have a positive impact)	All teachers answering			
Primary				
Motivation – boys		59	580-595	2.956
Motivation – girls		43	580-595	3.073
Attainment – boys		29	580-595	3.275
Attainment – girls		24	580-595	3.252
Secondary				
Motivation – boys		47	1143-1167	1.964
Motivation – girls		30	1143-1167	1.877
Attainment – boys		23	1143-1167	1.336
Attainment – girls		19	1143-1167	1.307
Figure 5.5 Primary teachers' perceived current time savings/ losses from ICT resources	All teachers using each resource			
Interactive whiteboards –		55	561	3.476

save				
Interactive whiteboards – lose		12	561	3.007
Online resources – save		58	564	3.245
Online resources - lose		12	564	2.731
MIS – save		50	168	6.831
MIS – lose		7	168	1.900
Learning platforms - save		37	94	6.915
Learning platforms – lose		9	94	3.982
Figure 5.6 Secondary teachers' perceived current time savings/ losses from ICT resources	All teachers using each resource			
Interactive whiteboards – save		44	842	1.991
Interactive whiteboards – lose		17	842	1.672
Online resources – save		49	1054	1.748
Online resources - lose		15	1054	1.282
MIS – save		37	621	2.534
MIS – lose		20	621	2.221
Learning platforms - save		27	305	3.155

Learning platforms – lose		18	305	3.011
Figure 5.9 **Primary teachers' perceived future time savings/ losses from using ICT resources**	All teachers answering			
Interactive whiteboards – save		62	596	3.582
Interactive whiteboards – lose		11	596	2.649
Online resources – save		64	587	3.292
Online resources - lose		9	587	2.682
MIS – save		17	540	3.001
MIS – lose		2	540	0.686
Learning platforms - save		10	534	1.751
Learning platforms – lose		2	534	0.815
Figure 5.10 **Secondary teachers' perceived future time savings/ losses from using ICT resources**	All teachers answering			
Interactive whiteboards –		41	1160	1.840

save				
Interactive whiteboards – lose		10	1160	1.190
Online resources – save		53	1146	1.852
Online resources - lose		12	1146	1.366
MIS – save		26	1100	1.885
MIS – lose		10	1100	1.277
Learning platforms - save		14	1085	1.327
Learning platforms – lose		6	1085	0.920

9 Appendices

Appendix A – E-learning in Schools Survey

Questionnaire 1: Primary school leadership questionnaire

Q1   Which of these best describes your role?

(PLEASE TICK ONE)

Headteacher ☐

Deputy headteacher ☐

Bursar ☐

ICT co-ordinator ☐

ICT subject leader ☐

Head of ICT ☐

ICT Manager ☐

Other (write in) _____ ☐

ICT STRATEGY AND FINANCE

Q2   Does your school have a written strategy or improvement plan for ICT and/or e-learning?

(PLEASE TICK ONE)

Yes, it is embedded within the whole-school development/ improvement plan ☐

Yes, we have a separate ICT strategy/plan (separate from whole-school strategy) ☐

No, we don't have a written strategy/plan ☐

Q3   How often is this strategy/plan reviewed?

(PLEASE TICK ONE)

At least annually ☐

About every two years ☐

About every three years ☐

Less often ☐

When others ask to see it ☐

Not applicable, we don't have a written strategy/plan ☐

Q4   **Does your written strategy or plan for ICT and/or e-learning allow for the replacement of equipment?**

(PLEASE TICK ONE)

Yes ☐

No ☐

Not applicable, we don't have a written strategy/plan ☐

Don't know ☐

Q5   **Are you planning to invest in your network's current infrastructure in the next 12 months?**

(PLEASE TICK ONE)

Yes ☐

No ☐

Don't know ☐

Q6 **Who is involved in developing your school's whole-school development strategy or plan for improvement?**

(PLEASE TICK ALL THAT APPLY)

Governors ☐

Headteacher ☐

School leadership team ☐

ICT co-ordinator / ICT subject leader / Head of ICT ☐

ICT technical staff ☐

Don't have a whole-school development strategy ☐

Q7 **What percentage of your overall school budget is spent on ICT equipment, software, connectivity and support in this financial year?**

Please give an estimate even if you do not know precise figures

_____ %

Q8 **Do you expect a change in your technology-related expenditure in the coming years?**

(PLEASE TICK ONE)

Expenditure will rise ☐

Expenditure will stay at comparable levels ☐

Expenditure will fall ☐

Don't know ☐

Q9 **What level of priority do the following types of ICT spending have for investment in your school over the next three years?**

(PLEASE TICK ONE BOX FOR EACH TYPE OF SPENDING)

	Low priority	Medium priority	High priority	Don't know
Desktop computers	☐	☐	☐	☐
Laptops	☐	☐	☐	☐
Whole-class display technologies (e.g. interactive whiteboards)	☐	☐	☐	☐
Handheld computers / personal digital assistants (PDAs)	☐	☐	☐	☐
Learning platform (including intranet and extranet)	☐	☐	☐	☐
The network infrastructure (wired and wireless)	☐	☐	☐	☐
Technical support	☐	☐	☐	☐
Technology-related training	☐	☐	☐	☐
Software to support learning and teaching	☐	☐	☐	☐

Q10 **What level of priority do the following ways of using technology to support learning have in your school over the next three years?**

(PLEASE TICK ONE BOX FOR EACH WAY OF USING)

	Low priority	Medium priority	High priority	Don't know
Using technology to *assess* learner progress	☐	☐	☐	☐
Using technology to *record* learner progress	☐	☐	☐	☐
Using technology to support personalised learning	☐	☐	☐	☐
Using technology to promote independent learning	☐	☐	☐	☐
Using technology to extend learning beyond the classroom	☐	☐	☐	☐
Using technology to improve communication with parents	☐	☐	☐	☐

Q11 Does your school use technology to collaborate with other organisations in any of the following ways?

(PLEASE TICK ALL THAT APPLY FOR EACH TYPE OF COLLABORATION)

	Joint curriculum and resource development e.g. online resource sharing	**Joint learning and teaching activities e.g. video conferencing or collaborative**	**Continuing professional development e.g. peer support activities**
With schools	☐	☐	☐
With Local Authority / Regional Broadband Consortium (RBC)	☐	☐	☐
With professional associations	☐	☐	☐
None of these	☐	☐	☐

Q12   From which of the following people and bodies have you gained any information or advice that has influenced your school's e-learning strategy?

(PLEASE TICK ALL THAT APPLY)

The Local Authority ☐

DfES ☐

Ofsted ☐

The Qualifications and Curriculum Authority (QCA) ☐

National College of School Leadership (NCSL) ☐

Specialist Schools and Academies Trust (SSAT) ☐

Becta (the British Educational Communications and Technology Agency) ☐

Your ICT supplier ☐

Other ICT consultants/advisers ☐

Governors ☐

Headteachers/teachers from other schools or colleges ☐

Unions ☐

None of these ☐

Q13 Does your school have a documented data protection policy that covers:

(PLEASE TICK ONE FOR EACH ITEM)

	Pupil personal inform-ation	Staff personal inform-ation	School manage-ment inform-ation	Other inform-ation
Yes	☐	☐	☐	☐
No	☐	☐	☐	☐
Don't know	☐	☐	☐	☐

Q14 Does your school have an Acceptable Use Policy (AUP) which provides guidelines on how to use its ICT equipment and the Internet:

(PLEASE TICK ONE FOR EACH ITEM)

	for staff?	for Pupils?	for adult/ community users?
Yes	☐	☐	☐
No	☐	☐	☐
Don't know	☐	☐	☐

Q15 Does your school have a written policy on the safe disposal of ICT equipment?

(PLEASE TICK ONE)

Yes	☐
No	☐
Don't know	☐

USE OF ICT IN SCHOOL MANAGEMENT

Q16   How does your school conduct its accounting and financial management?

(PLEASE TICK ONE)

Manually ☐

Electronically – using system developed in the school ☐

Electronically – using system developed elsewhere ☐

Q17   How did your school prepare its most recent budget?

(PLEASE TICK ONE)

Manually ☐

Electronically – using system developed in the school ☐

Electronically – using system developed elsewhere ☐

Q18   How did your school prepare its most recent year end accounts?

(PLEASE TICK ONE)

Manually ☐

Electronically – using system developed in the school ☐

Electronically – using system developed elsewhere ☐

Q19   How does your school record pupil achievement?

(PLEASE TICK ONE)

Manually (i.e. paper systems) ☐

Electronically – using system developed in the school ☐

Electronically – using system developed elsewhere ☐

Q20   How does your school record pupil attendance?

(PLEASE TICK ONE)

Manually (i.e. paper registers) ▢ ➡ **GO TO Q23**

Electronically – optical mark readers ▢ ➡ **GO TO Q21**

Electronically – fully integrated electronic registration system allowing registration by session or lesson, linked to management information system ▢ ➡ **GO TO Q21**

Q21   Have you analysed your electronic records of attendance to gain a better understanding of attendance patterns:

(PLEASE TICK ONE FOR EACH ITEM)

	for individual pupils?	for different groups of pupils, for example according to gender, ethnic group or attainment level?	for particular lessons or teachers?
Yes	▢	▢	▢
No	▢	▢	▢

Q22   Would you say that your school's effectiveness in identifying repeated non-attendance by pupils has changed as a result of recording attendance electronically?

(PLEASE TICK ONE)

Yes – more effective ▢

Yes – less effective ▢

No – no difference ▢

Don't know ▢

Q23   Do you use any data about pupils to help with the following?

(PLEASE TICK ALL THAT APPLY)

Setting performance targets ☐

Measuring progress ☐

Individual performance reviews for staff ☐

Managing finances ☐

None of these ☐

USE OF ICT FOR LEARNING

Q24   Which of these best describes how decisions about the use of digital learning resources are made at your school?

(PLEASE TICK ONE)

This is mainly a matter for individual teachers to decide, with input from others ☐

This is mainly a matter for subject heads to decide, with input from teachers ☐

This is governed by a whole school policy and teachers and subject heads make decisions with its guidelines ☐

Q25   How often does your school use these types of software to assist learning?

(PLEASE TICK ONE FOR EACH TYPE)

	Email communication between teachers and pupils	Online discussion groups/ forums	Personal websites, blogs, wikis etc
Often	☐	☐	☐
Sometimes	☐	☐	☐
Rarely	☐	☐	☐
Never	☐	☐	☐

Q26   How frequently do you use the following methods of communication with parents?

(PLEASE TICK ONE FOR EACH METHOD)

	Sending messages on paper	Sending messages by email	Sending messages by text messaging
Always	☐	☐	☐
Often	☐	☐	☐
Sometimes	☐	☐	☐
Rarely	☐	☐	☐
Never	☐	☐	☐

Q27   Does your school make teacher email addresses available to parents?

(PLEASE TICK ONE)

Always ☐

Often ☐

Sometimes ☐

Rarely ☐

Never ☐

Q28   Does your school or the Local Authority facilitate pupil use of the school's ICT facilities in any of the following ways?

(PLEASE TICK ALL THAT APPLY)

Breakfast clubs ☐

Lunchtime clubs ☐

After-school clubs ☐

Informal access before school ☐

Informal access at lunchtime/breaks ☐

Informal access after school ☐

Remote access to school ICT resources from outside school ☐

None of these ☐

Q29   **Does your school or the Local Authority facilitate community use of the school's ICT facilities in any of the following ways?**

(PLEASE TICK ALL THAT APPLY)

Drop-in access to the internet *during* school day ☐

Other access to ICT facilities *during* school day ☐

Drop-in access to the internet *outside* school day ☐

Other access to ICT facilities *outside* school day ☐

Adult learning or evening classes ☐

Remote access to school ICT resources from outside school ☐

None of these ☐

Q30   **Overall, how confident would you say teachers at the school are in the use of ICT in delivering the school curriculum?**

(PLEASE TICK ONE)

Very confident ☐

Quite confident ☐

Not very confident ☐

Not at all confident ☐

Q31 **Finally, what would you say is the main benefit from the use of ICT in learning and teaching in your school? Please give details.**

THANK YOU FOR TAKING THE TIME TO FILL IN THIS QUESTIONNAIRE.

Questionnaire 2: Primary school ICT infrastructure questionnaire

Q32   Primary schools - Which of these best describes your role?

(TICK ONE ONLY)

Headteacher ☐

Deputy headteacher ☐

Bursar ☐

ICT co-ordinator ☐

ICT subject leader ☐

Head of ICT ☐

ICT Manager ☐

ICT teacher ☐

Other (write in) _____ ☐

NETWORK

Q33   Which of the following types of network does your school have?

(TICK ALL THAT APPLY)

P2P: This is where there is no server to store the data and instead data is stored on individual computers on the network ☐

Thin client: This is a network where nearly all processing and all data is stored on a server; the individual computers are unable to work fully without the server ☐

Fat Client: This is a network where data is stored on a server but computers can still provide functionality even if the network isn't available ☐

Hybrid: A mixture of fat and thin clients ☐

Other (please specify) _____ ☐

The school has no network ☐

Q34   Which of these best describes the network cabling at your school?

(TICK ONE ONLY)

All cabling is CAT 6 ☐

Majority of cabling is CAT 6, with some other ☐

All cabling is CAT 5(e) ☐

Majority of cabling is CAT 5(e), with some other ☐

Majority of cabling is CAT 5, with some other ☐

Majority of cabling is old coaxial cabling ☐

Other (please sepcify)_____ ☐

Q35   What proportion of your school's network cabling was installed in the last five years?

(TICK ONE ONLY)

All ☐

More than half ☐

Less than half ☐

None ☐

Q36   Does your school use wireless network technology?

(TICK ONE ONLY)

Our whole network is wireless ☐

A substantial part of our network is wireless ☐

A small part of our network is wireless ☐

None of our network is wireless ☐

Q37   How many school computers can access a network?

(TICK ONE ONLY)

All ☐

More than half ☐

About half ☐

Less than half ☐

None ☐

Q38   Who can access a school network from outside the school?

(PLEASE TICK ALL THAT APPLY)

Senior teaching or administrative staff ☐

Other teachers ☐

Pupils ☐

Parents or carers ☐

No-one ☐

Q39   How can staff access the school's Management Information Systems (MIS) in the school?

(PLEASE TICK ALL THAT APPLY)

Restricted to specific workstations ☐

Restricted to workstations in a separate admin network ☐

There are no restrictions on access ☐

Q40   Who has the main responsibility for day-to-day maintenance and support for your school's network(s)?

(TICK ONE ONLY)

A teacher / ICT co-ordinator ☐

A dedicated, school-based ICT technician ☐

An ICT technician who is shared with another school ☐

A Local Authority support service ☐

An ICT supplier ☐

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Research

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Q41 **Which of the following best describes the way your school monitors the performance of its network(s)?**

(TICK ONE ONLY)

Monitoring is carried out on an ad hoc basis according to need ☐

Monitoring is carried out according to a pre-determined schedule ☐

Q42 **How often is this scheduled maintenance carried out?**

(TICK ONE ONLY)

At least weekly ☐

Less often than weekly, at least monthly ☐

Less often than monthly, at least termly ☐

Less than once a term ☐

ICT RESOURCES

Q43 **Which of the following resources are available at the school for teaching and learning?**

Please give approximate numbers for each
Please give an estimate even if you do not know precise figures

(PLEASE NUMBER ALL THAT APPLY)

	Desktop computers	Laptops	Interactive whiteboards	Handheld computers/ personal digital assistants (PDAs)	Data loggers (portable devices for capturing data)	Tablet PCs
Number	☐	☐	☐	☐	☐	☐

Q44 **How would you rate the fitness for purpose of these resources? (For each available)?**

(PLEASE TICK ONE BOX FOR EACH ITEM)

	Desktop computers	Laptops	Interactive whiteboards	Handheld computers/ personal digital assistants (PDAs)	Data loggers (portable devices for capturing data)	Tablet PCs
Very good	☐	☐	☐	☐	☐	☐
Quite good	☐	☐	☐	☐	☐	☐
Not very good	☐	☐	☐	☐	☐	☐
Not at all good	☐	☐	☐	☐	☐	☐
Not available	☐	☐	☐	☐	☐	☐

Q45   How would you rate the quantity of these resources (for each available)?

(PLEASE TICK ONE BOX FOR EACH RESOURCE)

	Desktop computers	Laptops	Interactive white-boards	Handheld computers/personal digital assistants (PDAs)	Data loggers (portable devices for capturing data)	Tablet PCs
More than we need to deliver the curriculum adequately	☐	☐	☐	☐	☐	☐
About the right amount to deliver the curriculum	☐	☐	☐	☐	☐	☐
Less than we need to deliver the curriculum adequately	☐	☐	☐	☐	☐	☐
Not available	☐	☐	☐	☐	☐	☐

Q46   Which of the following devices are available at the school for teaching and learning?

Please give approximate numbers for each
Please give an estimate even if you do not know precise figures

(PLEASE NUMBER ALL THAT APPLY)

Number

Graphics tablets

Voting pads

Multimedia/data projectors (excluding interactive
whiteboards)

i-PODs/MP3 players

Digital multimedia microscopes

Location devices

Digital cameras

Digital video cameras

Smartphones

Sets of video conferencing equipment

Q47 Which of these best describes how different forms of technology are made available in your school?

(PLEASE TICK ONE DESCRIPTION FOR EACH FORM OF TECHNOLOGY)

	Desktop computers	Laptops	Interactive white-boards	Handheld computers/ personal digital assistants (PDAs)	Data loggers (portable devices for capturing data)
Only in dedicated ICT room/suite	☐	☐	☐	☐	☐
Mainly in dedicated ICT room/suite but some classroom facilities	☐	☐	☐	☐	☐
Mainly in classrooms, also dedicated ICT room/suite	☐	☐	☐	☐	☐
In classrooms, not in dedicated ICT room/suite	☐	☐	☐	☐	☐

Q48 Does your school have any of the following assistive technology devices that are used to support pupils with special educational needs?

(PLEASE TICK ALL THAT APPLY)

Devices to support physical access (e.g. tracker balls, switches, alternative / onscreen keyboards, pointing devices) ☐

Devices to support sensory access (e.g. video magnifiers, text to speech software, screen magnifiers, braille displays/ printers/ copiers, hearing loops) ☐

Devices to support cognitive access (e.g. predictive word processors, voice recognition systems) ☐

None of these ☐

INTERNET AND EMAIL

Q49   Which of these best describes who has Internet access at the school?

(TICK ONE ONLY)

Staff and pupils have access ☐

Staff have access, pupils have access only under supervision ☐

Staff have access but pupils have no access ☐

Neither staff nor pupils have access ☐

Q50   In which of these ways can the Internet be accessed for use in teaching and learning in the school?

(PLEASE TICK ALL THAT APPLY)

In a dedicated ICT room/suite ☐

In a library / learning resource centre ☐

In classrooms ☐

On portable technology (e.g. laptops or handheld computers) ☐

None of these ☐

Q51   How would you rate the school's Internet connection in terms of:

a) Speed?   *(PLEASE TICK ONE ONLY)*

Fast enough for all or most of our requirements ☐

Fast enough for some of our requirements ☐

Not fast enough for our requirements ☐

b) Number of available connections? *(PLEASE TICK ONE ONLY)*

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 ☐

Q52 Does your school have its own website?

(TICK ONE ONLY)

Yes ☐

No ☐

Q53 Which of the following is your website used for?

(PLEASE TICK ALL THAT APPLY)

School news ☐

Email access ☐

Pupil lesson resources ☐

Teacher lesson resources ☐

Document access ☐

Management Information Systems (MIS) access ☐

Performance information ☐

Homework upload/download ☐

Parent resources ☐

Communication with individual parents ☐

None of these ☐

Q54 **Does your school have an intranet? (An intranet is an internal website that can be used to securely share information with the schools' staff and learners.)**

(TICK ONE ONLY)

Yes [ ] ➡ **GO TO Q24**

No [ ] ➡ **GO TO Q29**

Q55 **Who can access your intranet?**

(PLEASE TICK ONE FOR EACH)

	Teachers and other school staff	Pupils
Yes	[ ]	[ ]
No	[ ]	[ ]

Q56 **Can users download material from your intranet?**

(TICK ONE ONLY)

Yes [ ]

No [ ]

Q57 **Does your school have an extranet? (An extranet is a part of a schools' intranet that is extended, usually via the internet, to other authorised users such as parents.)**

(TICK ONE ONLY)

Yes [ ] ➡ **GO TO Q27**

No [ ] ➡ **GO TO Q29**

Q58   Who can access your extranet?

(PLEASE TICK ONE FOR EACH TYPE OF PERSON)

	Yes	**No**	**Can't say for each**
Teachers and other school staff	☐	☐	☐
Pupils	☐	☐	☐
Parents	☐	☐	☐
Governors	☐	☐	☐
Local Authority staff	☐	☐	☐
Other external people	☐	☐	☐

Q59   Can users download material from your extranet?

(TICK ONE ONLY)

Yes ☐

No ☐

Q60 Does your school offer secure login areas through a website, intranet or extranet for any of the following?

(PLEASE TICK ALL THAT APPLY)

Staff ☐

Pupils ☐

Parents ☐

Governors ☐

Other ☐

None of these ☐

The term 'learning platform' describes a broad range of ICT systems used to deliver and support learning, such as a virtual learning environment (VLE) or a managed learning environment (MLE). A feature of a learning platform is that it combines delivery of a curriculum-related activity with a facility for learners and teachers to have a dialogue with each other about it, through personalised access points.

Q61 Does your school use a learning platform?

(TICK ONE ONLY)

Yes ☐ ➡ **GO TO Q31**

No ☐ ➡ **GO TO Q32**

Q62 Is your learning platform linked with any of your management information systems, such as your pupil attendance registration?

(TICK ONE ONLY)

Yes ☐

No ☐

Don't know ☐

SOFTWARE

Q63   How easy is it to find relevant software for school curriculum use?

(TICK ONE ONLY)

Very easy ☐

Quite easy ☐

Not very easy ☐

Not at all easy ☐

Q64   Overall, how would you rate the fitness for purpose of software available for school curriculum use?

(TICK ONE ONLY)

Very good ☐

Quite good ☐

Not very good ☐

Not at all good ☐

Q65   Where are the teaching software resources that your school uses located?

(PLEASE TICK ALL THAT APPLY)

School 'cluster' repository ☐

Local Authority repository ☐

Regional repository ☐

Repository at private provider ☐

Other repository ☐

None of these ☐

TECHNICAL SUPPORT AND POLICY ON ICT USE

Q66 How are the following technical support services mainly resourced for your school?

(PLEASE TICK ONE FOR EACH TYPE OF SUPPORT)

	Data manage-ment/ MIS support	Network support	Personal computing support	Internet support
Wholly in-house	☐	☐	☐	☐
Partially outsourced	☐	☐	☐	☐
Wholly outsourced	☐	☐	☐	☐
We do not offer this type of support	☐	☐	☐	☐

Q67 How many technical support staff does your school employ?

Please exclude teachers who provide technical support and any personnel who are not directly employed by your school.

(ENTER A FIGURE IN THE BOX BELOW)

Q68 Does your school provide technicians for other schools or colleges?

(TICK ONE ONLY)

Yes ☐

No ☐

Q69   Which of these best describes the virus protection used by your school?

(TICK ONE ONLY)

All workstations and servers are protected by an antivirus product that is updated **automatically** online ☐

All workstations and servers are protected by an antivirus product that is **manually** updated either online or by another method on at least a daily basis ☐

More than half of the school's workstations and servers are protected by an antivirus product that is updated at least on a daily basis ☐

Less than half of the school's workstations and servers are protected by an antivirus product updated on at least a daily basis ☐

Don't know ☐

Q70   Which of the following best describes the firewall used by your school?

(TICK ALL THAT APPLY)

School managed software firewall ☐

School managed firewall built into switch/router ☐

LA connection managed firewall ☐

RBC connection managed firewall ☐

Internet service provider managed firewall ☐

ICT supplier managed firewall ☐

None- no firewall in place ☐

Q71 **Do pupils have a personal secure area for storing their work? (By 'secure' we mean information that is safe and protected from inappropriate access, tampering and handling)**

(TICK ONE ONLY)

Yes - all ☐ ➡ **GO TO Q41**

Yes - some ☐ ➡ **GO TO Q41**

No, none ☐ ➡ **GO TO Q42**

Q72 **Who hosts the personal secure area that pupils can use for storing their work?**

(TICK ONE ONLY)

School ☐

Local Authority ☐

Regional broadband consortium (RBC) ☐

Other (please specify)_____ ☐

Q73 **Does the school have a documented process for backing up its data?**

(TICK ONE ONLY)

Yes ☐

No ☐

Don't know ☐

Q74 **Are pupils allowed to use their own devices for learning in lessons in any of the following ways? (We are only thinking of equipment that is owned by pupils and their families, not equipment that is used by them but owned by the school)**

(PLEASE TICK YES OR NO FOR EACH TYPE OF USE)

		Mobile phones	Handheld computers/ PDAs	Laptops
Allowed to bring into school?	Yes	☐	☐	☐
	No	☐	☐	☐
Allowed to use in at least some lessons?	Yes	☐	☐	☐
	No	☐	☐	☐
Allowed to link to school network?	Yes	☐	☐	☐
	No	☐	☐	☐

ICT PROCUREMENT

Q75   How does your school purchase the following ICT equipment?

(PLEASE TICK ONE OPTION FOR EACH TYPE OF EQUIPMENT)

	ICT hardware such as workstations, servers and peripherals	**ICT networking equipment and cabling**
Through a regional broadband consortium (RBC)	☐	☐
Through the local authority	☐	☐
Through another school or group of schools	☐	☐
Through its ICT supplier	☐	☐
Through other independent sources	☐	☐

Q76 How does your school obtain the following types of ICT support and advice?

(PLEASE TICK ONE OPTION FOR EACH TYPE OF SUPPORT/ADVICE)

	ICT technical support and mainten-ance services	Advice about designing school's ICT infra-structure
Through a regional broadband consortium (RBC)	☐	☐
Through the Local Authority	☐	☐
Through another school or group of schools	☐	☐
Through its ICT supplier	☐	☐
Through other independent sources	☐	☐
Do not obtain this service	☐	☐

Q77   How does your school purchase the following internet services?

(PLEASE TICK ONE OPTION FOR EACH TYPE OF SERVICE)

	Internet access	Content filtering for Internet connection	Content filtering for email
Through a regional broadband consortium (RBC)	☐	☐	☐
Through the Local Authority	☐	☐	☐
Through another school or group of schools	☐	☐	☐
Through its ICT supplier	☐	☐	☐
Through other independent sources	☐	☐	☐
Do not obtain this service	☐	☐	☐

Q78   Within your school, who is involved in making purchasing decisions about these types of ICT equipment or service?

(PLEASE TICK ALL THAT APPLY FOR EACH CATEGORY)

	ICT hardware for your school	ICT networking equipment and cabling	ICT technical support and maintenance services
Headteacher	☐	☐	☐
ICT co-ordinator	☐	☐	☐
Department heads	☐	☐	☐
Bursar	☐	☐	☐
Governors	☐	☐	☐

Q79 **Which of these best describes how purchasing decisions for curriculum-related software are made in your school?**

(TICK ONE ONLY)

Teachers submit requests and ICT co-ordinator, Headteacher or other senior staff member makes decision ☐

ICT co-ordinator, Headteacher or other senior staff member selects all software ☐

Departments select software independently ☐

Other (please specify) _____ ☐

STAFF USE OF ICT

Q80 **Which of the following types of training in the use of technology are teachers at the school able to obtain?**

(PLEASE TICK ALL THAT APPLY)

Training courses held away from the school ☐

Training courses delivered at the school ☐

One-to-one coaching delivered by external trainers and consultants ☐

One-to-one coaching delivered by other school staff ☐

None of these ☐

Q81 **Overall, how confident would you say teachers at the school are in the use of ICT in delivering the school curriculum?**

(TICK ONE ONLY)

Very confident ☐

Quite confident ☐

Not very confident ☐

Not at all confident ☐

Q82 **What proportion of teachers at the school would you say are enthusiastic towards using ICT in delivering the school curriculum?**

(TICK ONE ONLY)

All/nearly all ☐

Most ☐

Some ☐

Few ☐

None ☐

THANK YOU FOR TAKING THE TIME TO FILL IN THIS QUESTIONNAIRE.

Questionnaire 3: Primary school teacher questionnaire

Some of the questions in this questionnaire ask about 'digital learning resources'. By digital learning resources we mean any resources that you and your pupils use when using technology.

Q83 What subject do you teach / are you responsible for?

(TICK ONE)

Maths ☐

English ☐

Science ☐

Q84 Which key stage(s) do you teach?

(TICK ALL THAT APPLY)

Key Stage 1 ☐

Key Stage 2 ☐

Q85 Which of these best describes your role?

(TICK ONE)

Department Head ☐

Subject Co-ordinator ☐

Class teacher ☐

Other (please specify) ☐

ACCESS TO ICT RESOURCES

Q86   Which of the following ICT resources are available for use in your lessons?

(TICK ALL THAT APPLY)

Networked desktop computers ☐

Networked laptop computers (including tablet PCs) ☐

Display technologies (e.g interactive whiteboards) ☐

Handheld computers (e.g. PDAs) ☐

Digital video and camera equipment ☐

Specialist subject equipment (e.g. data loggers, synthesizers) ☐

Mobile phones ☐

Q87 **For each available resource, how would you rate the quantity of ICT resources available for you to use in lessons?**

(TICK ONE BOX FOR EACH ITEM)

	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
Networked desktop computers	☐	☐	☐	☐
Networked laptop computers (including tablet PCs)	☐	☐	☐	☐
Display technologies (e.g interactive whiteboards)	☐	☐	☐	☐
Handheld computers (e.g. PDAs)	☐	☐	☐	☐
Digital video and camera equipment	☐	☐	☐	☐
Specialist subject equipment (e.g. data loggers, synthesizers)	☐	☐	☐	☐
Mobile phones	☐	☐	☐	☐

The term 'learning platform' describes a broad range of ICT systems used to deliver and support learning, such as a virtual learning environment (VLE) or a managed learning environment (MLE). A feature of a learning platform is that it combines delivery of a curriculum-related activity with a facility for learners and teachers to have a dialogue with each other about it, through personalised access points.

Q88 **Does your school have a learning platform?**

Yes ☐ ➡ **GO TO Q7**

No ☐ ➡ **GO TO Q8**

Don't know ☐ ➡ **GO TO Q8**

Q89 **Some common features of learning platforms are listed below. Please indicate how often you use your school's learning platform in each of these ways or tick the 'not available' box if your school's learning platform does not include these features.**

(PLEASE TICK ONE BOX FOR EACH ITEM)

	At least once a week	About once every 2 to 3 weeks	About once a month	About once a term	Less often	Never	Not Available
Locating digital learning resources through a search facility	☐	☐	☐	☐	☐	☐	☐
Uploading and storing digital learning resources	☐	☐	☐	☐	☐	☐	☐
Creating digital learning resources	☐	☐	☐	☐	☐	☐	☐
Conducting online assessment (including self and peer reviews)	☐	☐	☐	☐	☐	☐	☐
Creating and managing lesson plans	☐	☐	☐	☐	☐	☐	☐

Customising the user
interface (i.e personalising
or changing the interface)

☐ ☐ ☐ ☐ ☐ ☐ ☐

Discussion forums
(posting or reading
messages)

☐ ☐ ☐ ☐ ☐ ☐ ☐

Accessing information on
individual pupil progress
and performance

☐ ☐ ☐ ☐ ☐ ☐ ☐

Q90   How often do you upload and store digital learning resources on the school's network?

(TICK ONE)

At least once a week ☐

About once every 2 to 3 weeks ☐

About once a month ☐

About once a term ☐

Less often ☐

Never ☐

Not available ☐

LESSON PLANNING

Q91   Are you able to access the school's network from home?

(TICK ONE)

Yes ☐ ➡ **GO TO Q10**

No ☐ ➡ **GO TO Q11**

Q92   Do you access the network via a broadband connection?

(TICK ONE)

Yes ☐

No ☐

Q93   How much use do you make of the following digital learning resources when preparing lessons?

(TICK ONE BOX FOR EACH ITEM)

	Planning all or most lessons	Planning more than half of lessons	Planning around half of lessons	Planning less than half of lessons	Rarely or never
Software on CD-ROM / DVD	☐	☐	☐	☐	☐
Websites for teachers	☐	☐	☐	☐	☐
Other websites (not specifically for teachers)	☐	☐	☐	☐	☐
Digital resources other teachers have created	☐	☐	☐	☐	☐
Online subscription services	☐	☐	☐	☐	☐

Q94   Do you ever create digital learning resources yourself?

(TICK ONE)

Yes ☐ ➡ **GO TO Q13**

No ☐ ➡ **GO TO Q16**

Q95   How often do you usually create digital learning resources?

(TICK ONE)

At least once a week ☐

About once every 2 to 3 weeks ☐

About once a month ☐

About once a term ☐

Less often ☐

Q96 **Do you share the digital learning resources you make?**

(TICK ALL THAT APPLY)

Yes, with colleagues within the school ☐

Yes, with other teachers outside the school ☐

No, only use them myself ☐

Q97 **How often do you reuse the digital learning resources you have created?**

(TICK ONE)

At least once a week ☐

About once every 2 to 3 weeks ☐

About once a month ☐

About once a term ☐

Less often ☐

Never ☐

Q98 **How often do you use digital learning resources that have been created by other people (e.g. other teachers or commercial suppliers)?**

(TICK ONE)

At least once a week ☐

About once every 2 to 3 weeks ☐

About once a month ☐

About once a term ☐

Less often ☐

Never ☐

Q99   How often do you adapt digital learning resources that have been created by other people to suit your own needs?

(TICK ONE)

At least once a week ☐

About once every 2 to 3 weeks ☐

About once a month ☐

About once a term ☐

Less often ☐

Never ☐

Q100   In planning the content of lessons, how much use do you make of paper-based sources (e.g. textbooks) and digital sources (e.g. web-based content, software packages)?

(ENTER percentage to add to 100%)

Paper-based sources (%) ☐

Digital based sources (%) ☐

Q101 How much time would you say that you currently lose or save each week by using the following ICT resources?

(PLEASE TICK ONE BOX FOR EACH ITEM)

	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	Not Applicable (don't use these resources)
Interactive whiteboards	☐	☐	☐	☐	☐	☐	☐	☐
Learning platforms	☐	☐	☐	☐	☐	☐	☐	☐
Management Information Systems	☐	☐	☐	☐	☐	☐	☐	☐
On-line resources	☐	☐	☐	☐	☐	☐	☐	☐

Q102 And how much time would you say you currently lose or save each week by using ICT for the following tasks?

(PLEASE TICK ONE BOX FOR EACH ITEM)

	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 momore than 2 hours	Not Applicable (don't use ICT for this task)
Lesson planning and preparation	☐	☐	☐	☐	☐	☐	☐	☐
Lesson delivery	☐	☐	☐	☐	☐	☐	☐	☐
Assessment	☐	☐	☐	☐	☐	☐	☐	☐
Record keeping	☐	☐	☐	☐	☐	☐	☐	☐

Q103 How much time do you think you will save or lose each week over the next 12 months by using the following ICT resources?

(PLEASE TICK ONE BOX FOR EACH ITEM)

	Save more than 2 hours	Save between 1 and 2 hours	Save up to 1 hour	Will not make any difference	Lose up to 1 hour	Lose between 1 and 2 hours	Lose more than 2 hours	Not Applicable (don't plan to use these resources)
Interactive whiteboards	☐	☐	☐	☐	☐	☐	☐	☐
Learning platforms	☐	☐	☐	☐	☐	☐	☐	☐
Management Information Systems	☐	☐	☐	☐	☐	☐	☐	☐
On-line resources	☐	☐	☐	☐	☐	☐	☐	☐

Q104 How much time do you think you will save or lose each week over the next 12 months by using ICT for the following tasks?

(PLEASE TICK ONE BOX FOR EACH ITEM)

	Save more than 2 hours	Save between 1 and 2 hours	Save up to 1 hour	Will not make any difference	Lose up to 1 hour	Lose between 1 and 2 hours	Lose more than 2 hours	Not Applicable (don't plan to use ICT for this task)
Lesson planning and preparation	☐	☐	☐	☐	☐	☐	☐	☐
Lesson delivery	☐	☐	☐	☐	☐	☐	☐	☐
Assessment	☐	☐	☐	☐	☐	☐	☐	☐
Record keeping	☐	☐	☐	☐	☐	☐	☐	☐

Q105 Overall, how would you rate the curriculum-related software available to you for:

(TICK ONE)

	Very good	Quite good	Not very good	Not at all good
Fitness for purpose	☐	☐	☐	☐
Technical quality (e.g. ease of use, robustness, quality of visual design)	☐	☐	☐	☐

ICT IN THE CLASSROOM

Q106 How frequently do you use the following resources in lessons?

(TICK ONE BOX FOR EACH ITEM)

	All / most lessons	More than half of lessons	Around half of lessons	Less than half of lessons	Rarely / Never
Computer packages (e.g. word-processing, spreadsheets)	☐	☐	☐	☐	☐
Internet-based resources	☐	☐	☐	☐	☐
Display technologies (e.g. interactive whiteboards)	☐	☐	☐	☐	☐
Subject-specific software applications	☐	☐	☐	☐	☐
Digital video or camera equipment	☐	☐	☐	☐	☐

Q107 How frequently do you use ICT in the following ways in lessons?

(TICK ONE BOX FOR EACH ITEM)

	All / most lessons	More than half of lessons	Around half of lessons	Less than half of lessons	Rarely / Never
Activities involving the whole class	☐	☐	☐	☐	☐
Pupils working in pairs or small groups	☐	☐	☐	☐	☐
Pupils working on their own	☐	☐	☐	☐	☐

Q108 How frequently do you use ICT in lessons to help pupils learn in the following ways?

(TICK ONE BOX FOR EACH ITEM)

	All / most lessons	More than half of lessons	Around half of lessons	Less than half of lessons	Rarely / Never
gathering information (e.g. researching on the internet)	☐	☐	☐	☐	☐
analysing information (e.g. using spreadsheets or graphs)	☐	☐	☐	☐	☐
being creative (e.g. using digital video)	☐	☐	☐	☐	☐
problem-solving (e.g. using simulation software)	☐	☐	☐	☐	☐
working with others (e.g. online discussions)	☐	☐	☐	☐	☐

Q109 How often do you set homework that requires

    a)   **Use of a computer?**

    b)   **Access to the internet?**

(TICK ONE BOX FOR EACH ITEM)

	Very often	Quite often	Occasionally	Never
Use of a computer	☐	☐	☐	☐
Access to the Internet	☐	☐	☐	☐

Q110 Do you encourage the use of social software by pupils to support their learning (for example, online discussion groups, blogs, wikis etc)?

(TICK ONE)

Yes ☐

No ☐

ASSESSMENT

Q111 How often do you use technology for assessment in the following ways?

(PLEASE TICK ONE BOX FOR EACH ITEM)

	At least once a week	About once every 2 to 3	About once a month	About once a term	Less often	Never
To enable pupils to demonstrate their learning as part of the assessment process (e.g. using presentation software)	☐	☐	☐	☐	☐	☐
To assess work and offer feedback (e.g. marking/commenting electronically)	☐	☐	☐	☐	☐	☐
Assessment activities leading to formal certification	☐	☐	☐	☐	☐	☐
For on-line submission and return of work	☐	☐	☐	☐	☐	☐
Computer-marked assignments (e.g. multiple-choice)	☐	☐	☐	☐	☐	☐

Q112 How often do you use pupil assessment information held in an electronic format in the following ways?

(PLEASE TICK ONE BOX FOR EACH ITEM)

	At least once a week	About once every 2 to 3 weeks	About once a month	About once a term	Less often	Never
Share with other staff	☐	☐	☐	☐	☐	☐
Make available to parents	☐	☐	☐	☐	☐	☐
To enable diagnostic testing	☐	☐	☐	☐	☐	☐
To enable pupil self-assessment	☐	☐	☐	☐	☐	☐
To enable pupil peer assessment	☐	☐	☐	☐	☐	☐

Q113 Which of the following best describes your approach to producing pupil reports?

(TICK ONE)

Handwritten / manual ☐

Electronic – creation of own templates ☐

Electronic – modification / re-use of pre-prepared templates ☐

A combination of the above ☐

TECHNICAL SUPPORT

Q114 How frequently do technical problems that prevent the delivery of your lessons occur with the following:

(PLEASE TICK ONE BOX FOR EACH ITEM)

	At least once a week	About once every 2 to 3 weeks	About once a month	About once a term	Less often	Never
The school's network (e.g. being unable to save files on the network)	☐	☐	☐	☐	☐	☐
The school's internet connection (e.g. being unable to access the internet)	☐	☐	☐	☐	☐	☐
Computers used by pupils	☐	☐	☐	☐	☐	☐
Interactive whiteboards	☐	☐	☐	☐	☐	☐
Printers	☐	☐	☐	☐	☐	☐

CONTINUOUS PROFESSIONAL DEVELOPMENT

Q115 How effective do you feel you are in using ICT to support learning and teaching in the classroom?

(TICK ONE)

Very effective ☐

Quite effective ☐

Not very effective ☐

Not at all effective ☐

Q116 In which of the following ways have you accessed training in ICT (including both formal and informal training)?

(TICK ALL THAT APPLY)

Formal training courses delivered in person ☐

Informal training delivered in person ☐

Reading books or manuals ☐

Formal training courses delivered online ☐

Finding information online ☐

DVDs or CD-ROMs (e.g. demonstrations of how to use a software package) ☐

Other (please specify)_____ ☐

Q117 Thinking about the formal ICT training you have received, how would you rate:

(TICK ONE BOX FOR EACH ITEM)

	Very good	Quite good	Not very good	Not at all good	Can't say
The amount of ICT training available overall (including internal and external training)	☐	☐	☐	☐	☐
The quality of internal ICT training	☐	☐	☐	☐	☐
The quality of external ICT training	☐	☐	☐	☐	☐

Q118 Which of the following areas do you feel you need further development in?

(TICK ONE BOX FOR EACH ITEM)

	Need a lot more development	Need a little more development	Don't need any more development	Not applicable
Using particular software packages	☐	☐	☐	☐
Using classroom technology with pupils	☐	☐	☐	☐
Using the Internet	☐	☐	☐	☐
Using the school's learning platform	☐	☐	☐	☐
Creating electronic materials and activities	☐	☐	☐	☐
Supporting pupils' use of technology	☐	☐	☐	☐
Using digital video or camera equipment	☐	☐	☐	☐

Q119 A) Where do you go for advice about using ICT in teaching? (Please tick all that you ever use)

B) Which of these do you use most often? (Please tick one only)

	Usually go for advice *(TICK ALL THAT APPLY)*	Use most often *(TICK ONE)*
The ICT Co-ordinator	☐	☐
Staff within my department	☐	☐
Other teachers in the school	☐	☐
Teachers in other schools	☐	☐
The LEA	☐	☐
Becta	☐	☐
Independent trainers and consultants	☐	☐
Suppliers	☐	☐
Websites	☐	☐
Parents	☐	☐
Unions	☐	☐
Professional Associations (e.g. subject associations)	☐	☐
Pupils	☐	☐
Other (please specify)_____	☐	☐
None	☐	☐

IMPACTS OF ICT

Q120 How much do you agree that using ICT can have a positive impact on the groups listed below in the following ways?

(TICK ONE BOX FOR EACH ITEM)

	Agree strongly	Agree	Neither agree or disagree	Disagree	Disagree strongly
a) Motivation (including engagement in learning and behaviour)					
Key Stage 1 pupils	☐	☐	☐	☐	☐
Key Stage 2 pupils	☐	☐	☐	☐	☐
Girls	☐	☐	☐	☐	☐
Boys	☐	☐	☐	☐	☐
Able or gifted and talented pupils	☐	☐	☐	☐	☐
Pupils with Special Educational Needs	☐	☐	☐	☐	☐
b) Formal attainment					
Key Stage 1 pupils	☐	☐	☐	☐	☐
Key Stage 2 pupils	☐	☐	☐	☐	☐
Girls	☐	☐	☐	☐	☐
Boys	☐	☐	☐	☐	☐
Able or gifted and talented pupils	☐	☐	☐	☐	☐
Pupils with Special Educational Needs	☐	☐	☐	☐	☐

Q121 How much do you agree with the following statements?

(TICK ONE BOX FOR EACH ITEM)

	Agree strongly	Agree	Neither agree or disagree	Disagree	Disagree strongly
ICT is not relevant for every subject	☐	☐	☐	☐	☐
Using ICT resources can help in responding to different pupil abilities	☐	☐	☐	☐	☐
It is difficult to find the time to try out new digital learning resources	☐	☐	☐	☐	☐
ICT resources can help in giving individualised feedback to pupils	☐	☐	☐	☐	☐
It is easier to find relevant teaching materials in textbooks than on the internet	☐	☐	☐	☐	☐
Using technology to plan lessons saves me time	☐	☐	☐	☐	☐

Q122 Have you used ICT in any ways that you feel were innovative or particularly effective? If so, please describe in the space below.

THANK YOU FOR TAKING THE TIME TO FILL IN THIS QUESTIONNAIRE.

Questionnaire 4: Secondary school teacher questionnaire

Some of the questions in this questionnaire ask about 'digital learning resources'. By digital learning resources we mean any resources that you and your pupils use when using technology.

Q123 What subject do you teach / are you responsible for?

(TICK ONE)

Maths ☐

English ☐

Science ☐

Modern Languages ☐

Geography ☐

Music ☐

Q124 Which key stage(s) do you teach?

(TICK ALL THAT APPLY)

Key Stage 3 ☐

Key Stage 4 ☐

Post - 16 ☐

Q125 Which of these best describes your role?

(TICK ONE)

Department Head ☐

Subject Co-ordinator ☐

Subject teacher ☐

Other (please ☐
specify)

ACCESS TO ICT RESOURCES

Q126 Which of the following ICT resources are available for use in your lessons?

*(TICK ALL
THAT APPLY)*

Networked desktop computers ☐

Networked laptop computers (including tablet PCs) ☐

Display technologies (e.g interactive whiteboards) ☐

Handheld computers (e.g. PDAs) ☐

Digital video and camera equipment ☐

Specialist subject equipment (e.g. data loggers, synthesizers) ☐

Mobile phones ☐

Q127 For each available resource, how would you rate the quantity of ICT resources available for you to use in lessons?

(TICK ONE BOX FOR EACH ITEM)

	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
Networked desktop computers	☐	☐	☐	☐
Networked laptop computers (including tablet PCs)	☐	☐	☐	☐
Display technologies (e.g interactive whiteboards)	☐	☐	☐	☐
Handheld computers (e.g. PDAs)	☐	☐	☐	☐
Digital video and camera equipment	☐	☐	☐	☐
Specialist subject equipment (e.g. data loggers, synthesizers)	☐	☐	☐	☐
Mobile phones	☐	☐	☐	☐

The term 'learning platform' describes a broad range of ICT systems used to deliver and support learning, such as a virtual learning environment (VLE) or a managed learning environment (MLE). A feature of a learning platform is that it combines delivery of a curriculum-related activity with a facility for learners and teachers to have a dialogue with each other about it through personalised access points.

Q128 Does your school have a learning platform?

Yes ☐ ➡ **GO TO Q7**

No ☐ ➡ **GO TO Q8**

Don't know ☐ ➡ **GO TO Q8**

Q129 Some common features of learning platforms are listed below. Please indicate how often you use your school's learning platform in each of these ways or tick the 'not available' box if your school's learning platform does not include these features.

(PLEASE TICK ONE BOX FOR EACH ITEM)

	At least once a week	About once every 2 to 3 weeks	About once a month	A bout once a term	Less often	Never	Not Available
Locating digital learning resources through a search facility	☐	☐	☐	☐	☐	☐	☐
Uploading and storing digital learning resources	☐	☐	☐	☐	☐	☐	☐
Creating digital learning resources	☐	☐	☐	☐	☐	☐	☐
Conducting online assessment (including self and peer reviews)	☐	☐	☐	☐	☐	☐	☐
Creating and managing lesson plans	☐	☐	☐	☐	☐	☐	☐
Customising the user interface (i.e personalising or changing the	☐	☐	☐	☐	☐	☐	☐
Discussion forums (posting or reading messages)	☐	☐	☐	☐	☐	☐	☐
Accessing information on individual pupil progress and performance	☐	☐	☐	☐	☐	☐	☐

Q130 How often do you upload and store digital learning resources on the school's network?

(TICK ONE)

At least once a week ☐

About once every 2 to 3 weeks ☐

About once a month ☐

About once a term ☐

Less often ☐

Never ☐

Not available ☐

LESSON PLANNING

Q131 Are you able to access the school's network from home?

(TICK ONE)

Yes ☐ ➡ **GO TO Q10**

No ☐ ➡ **GO TO Q11**

Q132 Do you access the network via a broadband connection?

(TICK ONE)

Yes ☐

No ☐

Q133 How much use do you make of the following digital learning resources when preparing lessons?

(TICK ONE BOX FOR EACH ITEM)

	Planning all or most lessons	Planning more than half of lessons	Planning around half of lessons	Planning less than half of lessons	Rarely or never
Software on CD-ROM / DVD	☐	☐	☐	☐	☐
Websites for teachers	☐	☐	☐	☐	☐
Other websites (not specifically for teachers)	☐	☐	☐	☐	☐
Digital resources other teachers have created	☐	☐	☐	☐	☐
Online subscription services	☐	☐	☐	☐	☐

Q134 Do you ever create digital learning resources yourself?

(TICK ONE)

Yes ☐ ➡ **GO TO Q13**

No ☐ ➡ **GO TO Q16**

Q135 How often do you usually create digital learning resources?

(TICK ONE)

At least once a week ☐

About once every 2 to 3 weeks ☐

About once a month ☐

About once a term ☐

Less often ☐

Q136 Do you share the digital learning resources you make?

(TICK ALL THAT APPLY)

Yes, with colleagues within the school ☐

Yes, with other teachers outside the school ☐

No, only use them myself ☐

Q137 How often do you re-use the digital learning resources you have created?

(TICK ONE)

At least once a week ☐

About once every 2 to 3 weeks ☐

About once a month ☐

About once a term ☐

Less often ☐

Never ☐

Q138 How often do you use digital learning resources that have been created by other people (e.g. other teachers or commercial suppliers)?

(TICK ONE)

At least once a week ☐

About once every 2 to 3 weeks ☐

About once a month ☐

About once a term ☐

Less often ☐

Never ☐

Q139 How often do you adapt digital learning resources that have been created by other people to suit your own needs?

(TICK ONE)

At least once a week ☐

About once every 2 to 3 weeks ☐

About once a month ☐

About once a term ☐

Less often ☐

Never ☐

Q140 In planning the content of lessons, how much use do you make of paper-based sources (e.g. textbooks) and digital sources (e.g. web-based content, software packages)?

(ENTER percentage to add to 100%)

Paper-based sources (%) ☐

Digital based sources (%) ☐

Q141 How much time would you say that you currently lose or save each week by using the following ICT resources?

(PLEASE TICK ONE BOX FOR EACH ITEM)

	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	Not Applicable (don't use these resources)
Interactive whiteboards	☐	☐	☐	☐	☐	☐	☐	☐
Learning platforms	☐	☐	☐	☐	☐	☐	☐	☐
Management Information Systems	☐	☐	☐	☐	☐	☐	☐	☐
On-line resources	☐	☐	☐	☐	☐	☐	☐	☐

Q142 And how much time would you say you currently lose or save each week by using ICT for the following tasks?

(PLEASE TICK ONE BOX FOR EACH ITEM)

	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	Not Applicable (don't use ICT for this task)
Lesson planning and preparation	☐	☐	☐	☐	☐	☐	☐	☐
Lesson delivery	☐	☐	☐	☐	☐	☐	☐	☐
Assessment	☐	☐	☐	☐	☐	☐	☐	☐
Record keeping	☐	☐	☐	☐	☐	☐	☐	☐

Q143 **How much time do you think you will save or lose each week over the next 12 months by using the following ICT resources?**

(PLEASE TICK ONE BOX FOR EACH ITEM)

	Save more than 2 hours	Save between 1 and 2 hours	Save up to 1 hour	Will not make any difference	Lose up to 1 hour	Lose between 1 and 2 hours	Lose more than 2 hours	Not Applicable (don't plan to use these resources)
Interactive whiteboards	☐	☐	☐	☐	☐	☐	☐	☐
Learning platforms	☐	☐	☐	☐	☐	☐	☐	☐
Management Information Systems	☐	☐	☐	☐	☐	☐	☐	☐
On-line resources	☐	☐	☐	☐	☐	☐	☐	☐

Q144 **How much time do you think you will save or lose each week over the next 12 months by using ICT for the following tasks?**

(PLEASE TICK ONE BOX FOR EACH ITEM)

	Save more than 2 hours	Save between 1 and 2 hours	Save up to 1 hour	Will not make any difference	Lose up to 1 hour	Lose between 1 and 2 hours	Lose more than 2 hours	Not Applicable (don't plan to use ICT for this task)
Lesson planning and preparation	☐	☐	☐	☐	☐	☐	☐	☐
Lesson delivery	☐	☐	☐	☐	☐	☐	☐	☐
Assessment	☐	☐	☐	☐	☐	☐	☐	☐
Record keeping	☐	☐	☐	☐	☐	☐	☐	☐

Q145 Overall, how would you rate the curriculum-related software available to you for:

(TICK ONE)

	Very good	Quite good	Not very good	Not at all good
Fitness for purpose	☐	☐	☐	☐
Technical quality (e.g. ease of use, robustness, quality of visual design)	☐	☐	☐	☐

ICT IN THE CLASSROOM

Q146 How frequently do you use the following resources in lessons?

(TICK ONE BOX FOR EACH ITEM)

	All / most lessons	More than half of lessons	Around half of lessons	Less than half of lessons	Rarely / Never
Computer packages (e.g. word-processing, spreadsheets)	☐	☐	☐	☐	☐
Internet-based resources	☐	☐	☐	☐	☐
Display technologies (e.g. interactive whiteboards)	☐	☐	☐	☐	☐
Subject-specific software applications	☐	☐	☐	☐	☐
Digital video or camera equipment	☐	☐	☐	☐	☐

Q147 How frequently do you use ICT in the following ways in lessons?

(TICK ONE BOX FOR EACH ITEM)

	All / most lessons	More than half of lessons	Around half of lessons	Less than half of lessons	Rarely / Never
Activities involving the whole class	☐	☐	☐	☐	☐
Pupils working in pairs or small groups	☐	☐	☐	☐	☐
Pupils working on their own	☐	☐	☐	☐	☐

Q148 How frequently do you use ICT in lessons to help pupils learn in the following ways?

(TICK ONE BOX FOR EACH ITEM)

	All / most lessons	More than half of lessons	Around half of lessons	Less than half of lessons	Rarely / Never
gathering information (e.g. researching on the internet)	☐	☐	☐	☐	☐
analysing information (e.g. using spreadsheets or graphs)	☐	☐	☐	☐	☐
being creative (e.g. using digital video)	☐	☐	☐	☐	☐
problem-solving (e.g. using simulation software)	☐	☐	☐	☐	☐
working with others (e.g. online discussions)	☐	☐	☐	☐	☐

Q149 How often do you set homework that requires

a) Use of a computer?

b) Access to the internet?

(TICK ONE BOX FOR EACH ITEM)

	Very often	**Quite often**	**Occasionally**	**Never**
Use of a computer	☐	☐	☐	☐
Access to the Internet	☐	☐	☐	☐

Q150 Do you encourage the use of social software by pupils to support their learning (for example, online discussion groups, blogs, wikis etc)?

Yes ☐

No ☐

ASSESSMENT

Q151 How often do you use technology for assessment in the following ways?

(PLEASE TICK ONE BOX FOR EACH ITEM)

	At least once a week	About once every 2 to 3 weeks	About once a month	About once a term	Less often	Never
To enable pupils to demonstrate their learning as part of the assessment process (e.g. using presentation software)	☐	☐	☐	☐	☐	☐
To assess work and offer feedback (e.g. marking/commenting electronically)	☐	☐	☐	☐	☐	☐
Assessment activities leading to formal certification	☐	☐	☐	☐	☐	☐
For on-line submission and return of work	☐	☐	☐	☐	☐	☐
Computer-marked assignments (e.g. multiple-choice)	☐	☐	☐	☐	☐	☐

Q152 How often do you use pupil assessment information held in an electronic format in the following ways?

(PLEASE TICK ONE BOX FOR EACH ITEM)

	At least once a week	About once every 2 to 3 weeks	About once a month	About once a term	Less often	Never
Share with other staff	☐	☐	☐	☐	☐	☐
Make available to parents	☐	☐	☐	☐	☐	☐
To enable diagnostic testing	☐	☐	☐	☐	☐	☐
To enable pupil self-assessment	☐	☐	☐	☐	☐	☐
To enable pupil peer assessment	☐	☐	☐	☐	☐	☐

Q153 Which of the following best describes your approach to producing pupil reports?

(TICK ONE)

Handwritten / manual ☐

Electronic – creation of own templates ☐

Electronic – modification / re-use of pre-prepared templates ☐

A combination of the above ☐

TECHNICAL SUPPORT

Q154 How frequently do technical problems that prevent the delivery of your lessons occur with the following:

(PLEASE TICK ONE BOX FOR EACH ITEM)

	At least once a week	About once every 2 to 3 weeks	About once a month	About once a term	Less often	Never
The school's network (e.g. being unable to save files on the network)	☐	☐	☐	☐	☐	☐
The school's internet connection (e.g. being unable to access the internet)	☐	☐	☐	☐	☐	☐
Computers used by pupils	☐	☐	☐	☐	☐	☐
Interactive whiteboards	☐	☐	☐	☐	☐	☐
Printers	☐	☐	☐	☐	☐	☐

CONTINUOUS PROFESSIONAL DEVELOPMENT

Q155 How effective do you feel you are in using ICT to support learning and teaching in the classroom?

(TICK ONE)

Very effective ☐

Quite effective ☐

Not very effective ☐

Not at all effective ☐

Q156 In which of the following ways have you accessed training in ICT (including both formal and informal training)?

(TICK ALL THAT APPLY)

Formal training courses delivered in person ☐

Informal training delivered in person ☐

Reading books or manuals ☐

Formal training courses delivered online ☐

Finding information online ☐

DVDs or CD-ROMs (e.g. demonstrations of how to use a software package) ☐

Other (please specify)_____ ☐

Q157 Thinking about the formal ICT training you have received, how would you rate…

(TICK ONE BOX FOR EACH ITEM)

	Very good	Quite good	Not very good	Not at all good	Can't say
The amount of ICT training available overall (including internal and external training)	☐	☐	☐	☐	☐
The quality of internal ICT training	☐	☐	☐	☐	☐
The quality of external ICT training	☐	☐	☐	☐	☐

Q158 Which of the following areas do you feel you need further development in?

(TICK ONE BOX FOR EACH ITEM)

	Need a lot more development	Need a little more development	Don't need any more development	Not applicable
Using particular software packages	☐	☐	☐	☐
Using classroom technology with pupils	☐	☐	☐	☐
Using the Internet	☐	☐	☐	☐
Using the school's learning platform	☐	☐	☐	☐
Creating electronic materials and activities	☐	☐	☐	☐
Supporting pupils' use of technology	☐	☐	☐	☐
Using digital video or camera equipment	☐	☐	☐	☐

Q159 A) Where do you go for advice about using ICT in teaching? Please tick all that you ever use.

B) Which of these do you use most often? Please tick one only.

	Usually go for advice *(TICK ALL THAT APPLY)*	Use most often *(TICK ONE)*
The ICT Co-ordinator	☐	☐
Staff within my department	☐	☐
Other teachers in the school	☐	☐
Teachers in other schools	☐	☐
The LEA	☐	☐
Becta	☐	☐
Independent trainers and consultants	☐	☐
Suppliers	☐	☐
Websites	☐	☐
Parents	☐	☐
Unions	☐	☐
Professional Associations (e.g. subject associations)	☐	☐
Pupils	☐	☐
Other (please specify)_____	☐	☐
None	☐	☐

IMPACTS OF ICT

Q160 How much do you agree that using ICT can have a positive impact on the groups listed below in the following ways?

(TICK ONE BOX FOR EACH ITEM)

	Agree strongly	Agree	Neither agree or disagree	Disagree	Disagree strongly
a) Motivation (including engagement in learning and behaviour)					
Key Stage 3 pupils	☐	☐	☐	☐	☐
Key Stage 4 pupils	☐	☐	☐	☐	☐
Girls	☐	☐	☐	☐	☐
Boys	☐	☐	☐	☐	☐
Able or gifted and talented pupils	☐	☐	☐	☐	☐
Pupils with Special Educational Needs	☐	☐	☐	☐	☐
b) Formal attainment					
Key Stage 3 pupils	☐	☐	☐	☐	☐
Key Stage 4 pupils	☐	☐	☐	☐	☐
Girls	☐	☐	☐	☐	☐
Boys	☐	☐	☐	☐	☐
Able or gifted and talented pupils	☐	☐	☐	☐	☐
Pupils with Special Educational Needs	☐	☐	☐	☐	☐

Q161 **How much do you agree with the following statements?**

(TICK ONE BOX FOR EACH ITEM)

	Agree strongly	Agree	Neither agree or disagree	Disagree	Disagree strongly
ICT is not relevant for every subject	☐	☐	☐	☐	☐
Using ICT resources can help in responding to different pupil abilities	☐	☐	☐	☐	☐
It is difficult to find the time to try out new digital learning resources	☐	☐	☐	☐	☐
ICT resources can help in giving individualised feedback to pupils	☐	☐	☐	☐	☐
It is easier to find relevant teaching materials in textbooks than on the internet	☐	☐	☐	☐	☐
Using technology to plan lessons saves me time	☐	☐	☐	☐	☐

Q162 **Have you used ICT in any ways that you feel were innovative or particularly effective? If so, please describe in the space below.**

THANK YOU FOR TAKING THE TIME TO FILL IN THIS QUESTIONNAIRE.

Questionnaire 5: Secondary school ICT infrastructure questionnaire

Q163 Which of these best describes your role?

(TICK ONE ONLY)

Headteacher ☐

Deputy headteacher ☐

Bursar ☐

ICT co-ordinator ☐

ICT subject leader ☐

Head of ICT ☐

ICT Manager ☐

ICT teacher ☐

Other (write in) _____ ☐

NETWORK

Q164 Which of the following types of network does your school have?

(TICK ALL THAT APPLY)

P2P: This is where there is no server to store the data and instead data is stored on individual computers on the network ☐

Thin client: This is a network where nearly all processing and all data is stored on a server; the individual computers are unable to work fully without the server ☐

Fat Client: This is a network where data is stored on a server but computers can still provide functionality even if the network isn't available ☐

Hybrid: A mixture of fat and thin clients ☐

Other (please specify) _____ ☐

The school has no network ☐

Q165 Which of these best describes the network cabling at your school?

(TICK ONE ONLY)

All cabling is CAT 6 ☐

Majority of cabling is CAT 6, with some other ☐

All cabling is CAT 5(e) ☐

Majority of cabling is CAT 5(e), with some other ☐

Majority of cabling is CAT 5, with some other ☐

Majority of cabling is old coaxial cabling ☐

Other (please sepcify)_____ ☐

Q166 What proportion of your school's network cabling was installed in the last five years?

(TICK ONE ONLY)

All ☐

More than half ☐

Less than half ☐

None ☐

Q167 Does your school use wireless network technology?

(TICK ONE ONLY)

Our whole network is wireless ☐

A substantial part of our network is wireless ☐

A small part of our network is wireless ☐

None of our network is wireless ☐

Q168 How many school computers can access a network?

(TICK ONE ONLY)

All ☐

More than half ☐

About half ☐

Less than half ☐

None ☐

Q169 Who can access a school network from outside the school?

(PLEASE TICK ALL THAT APPLY)

Senior teaching or administrative staff ☐

Other teachers ☐

Pupils ☐

Parents or carers ☐

No-one ☐

Q170 How can staff access the school's Management Information Systems (MIS) in the school?

(PLEASE TICK ALL THAT APPLY)

Restricted to specific workstations ☐

Restricted to workstations in a separate admin network ☐

There are no restrictions on access ☐

Q171 Does your network allow staff or pupils to work with large multimedia files such as large sound or video files?

(TICK ONE ONLY)

There is no problem with handling files of this type on the network ☐

Large files can be handled on the network but we do not encourage this on a large scale ☐

The network has problems coping with this kind of usage ☐

Q172 Who has the main responsibility for day-to-day maintenance and support for your school's network(s)?

(TICK ONE ONLY)

A teacher / ICT co-ordinator ☐

A dedicated, school-based ICT technician ☐

An ICT technician who is shared with another school ☐

A Local Authority support service ☐

An ICT supplier ☐

Q173 Which of the following best describes the way your school monitors the performance of its network(s)?

(TICK ONE ONLY)

Monitoring is carried out on an ad hoc basis according to need ☐

Monitoring is carried out according to a pre-determined schedule ☐

Q174 How often is this scheduled maintenance carried out?

(TICK ONE ONLY)

At least weekly ☐

Less often than weekly, at least monthly ☐

Less often than monthly, at least termly ☐

Less than once a term ☐

ICT RESOURCES

Q175 Which of the following resources are available at the school for teaching and learning?

Please give approximate numbers for each
Please give an estimate even if you do not know precise figures

(PLEASE NUMBER ALL THAT APPLY)

	Desktop computers	Laptops	Interactive white-boards	Handheld computers/ personal digital assistants (PDAs)	Data loggers (portable devices for capturing data)	Tablet PCs
Number	☐	☐	☐	☐	☐	☐

Q176 How would you rate the fitness for purpose of these resources? (For each available)?

(PLEASE TICK ONE BOX FOR EACH ITEM)

	Desktop computers	Laptops	Interactive white-boards	Handheld computers/ personal digital assistants (PDAs)	Data loggers (portable devices for capturing data)	Tablet PCs
Very good	☐	☐	☐	☐	☐	☐
Quite good	☐	☐	☐	☐	☐	☐
Not very good	☐	☐	☐	☐	☐	☐
Not at all good	☐	☐	☐	☐	☐	☐
Not available	☐	☐	☐	☐	☐	☐

Q177 How would you rate the quantity of these resources (for each available)?

(PLEASE TICK ONE BOX FOR EACH RESOURCE)

	Desktop computers	Laptops	Interactive white-boards	Handheld computers /personal digital assistants (PDAs)	Data loggers (portable devices for capturing data)	Tablet PCs
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	☐	☐	☐	☐	☐	☐

Q178 Which of the following devices are available at the school for teaching and learning?

Please give approximate numbers for each
Please give an estimate even if you do not know precise figures

(PLEASE NUMBER ALL THAT APPLY)

Number

Graphics tablets ☐

Voting pads ☐

Multimedia/data projectors (excluding interactive whiteboards) ☐

i-PODs/MP3 players ☐

Digital multimedia microscopes ☐

Location devices ☐

Digital cameras ☐

Digital video cameras ☐

Smartphones ☐

Sets of video conferencing equipment ☐

Q179 Which of these best describes how different forms of technology are made available in your school?

(PLEASE TICK ONE DESCRIPTION FOR EACH FORM OF TECHNOLOGY)

	Desktop computers	Laptops	Interactive white-boards	Handheld computers/ personal digital assistants (PDAs)	Data loggers (portable devices for capturing data)
Only in dedicated ICT room/suite	☐	☐	☐	☐	☐
Mainly in dedicated ICT room/suite but some classroom facilities	☐	☐	☐	☐	☐
Mainly in classrooms, also dedicated ICT room/suite	☐	☐	☐	☐	☐
In classrooms, not in dedicated ICT room/suite	☐	☐	☐	☐	☐

Q180 Does your school have any of the following assistive technology devices that are used to support pupils with special educational needs?

(PLEASE TICK ALL THAT APPLY)

Devices to support physical access (e.g. tracker balls, switches, alternative / onscreen keyboards, pointing devices) ☐

Devices to support sensory access (e.g. video magnifiers, text to speech software, screen magnifiers, braille displays/ printers/ copiers, hearing loops) ☐

Devices to support cognitive access (e.g. predictive word processors, voice recognition systems) ☐

None of these ☐

INTERNET AND EMAIL

Q181 Which of these best describes who has Internet access at the school?

(TICK ONE ONLY)

Staff and pupils have access ☐

Staff have access, pupils have access only under supervision ☐

Staff have access but pupils have no access ☐

Neither staff nor pupils have access ☐

Q182 In which of these ways can the Internet be accessed for use in teaching and learning in the school?

(PLEASE TICK ALL THAT APPLY)

In a dedicated ICT room/suite ☐

In a library / learning resource centre ☐

In classrooms ☐

On portable technology (e.g. laptops or handheld computers) ☐

None of these ☐

Q183 How would you rate the school's Internet connection in terms of:

a) Speed? *(PLEASE TICK ONE ONLY)*

Fast enough for all or most of our requirements ☐

Fast enough for some of our requirements ☐

Not fast enough for our requirements ☐

b) Number of available connections? *(PLEASE TICK ONE ONLY)*

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 ☐

Q184 Does your school have its own website?

(TICK ONE ONLY)

Yes ☐

No ☐

Q185 Which of the following is your website used for?

(PLEASE TICK ALL THAT APPLY)

School news ☐

Email access ☐

Pupil lesson resources ☐

Teacher lesson resources ☐

Document access ☐

Management Information Systems (MIS) access ☐

Performance information ☐

Homework upload/download ☐

Parent resources ☐

Communication with individual parents ☐

None of these ☐

Q186 Does your school have an intranet? (An intranet is an internal website that can be used to securely share information with the schools' staff and learners.)

(TICK ONE ONLY)

Yes ☐ ➡ **GO TO Q25**

No ☐ ➡ **GO TO Q30**

Q187 Who can access your intranet?

(PLEASE TICK ONE FOR EACH)

	Teachers and other school staff	Pupils
Yes	☐	☐
No	☐	☐

Q188 Can users download material from your intranet?

(TICK ONE ONLY)

Yes ☐

No ☐

Q189 Does your school have an extranet? (An extranet is a part of a schools' intranet that is extended, usually via the internet, to other authorised users such as parents.)

(TICK ONE ONLY)

Yes ☐ ➡ **GO TO Q28**

No ☐ ➡ **GO TO Q30**

Q190 Who can access your extranet?

(PLEASE TICK ONE FOR EACH TYPE OF PERSON)

	Yes	**No**	**Can't say for each**
Teachers and other school staff	☐	☐	☐
Pupils	☐	☐	☐
Parents	☐	☐	☐
Governors	☐	☐	☐
Local Authority staff	☐	☐	☐
Other external people	☐	☐	☐

Q191 Can users download material from your extranet?

(TICK ONE ONLY)

Yes ☐

No ☐

Q192 Does your school offer secure login areas through a website, intranet or extranet for any of the following?

(PLEASE TICK ALL THAT APPLY)

Staff ☐

Pupils ☐

Parents ☐

Governors ☐

Other ☐

None of these ☐

The term 'learning platform' describes a broad range of ICT systems used to deliver and support learning, such as a virtual learning environment (VLE) or a managed learning environment (MLE). A feature of a learning platform is that it combines delivery of a curriculum-related activity with a facility for learners and teachers to have a dialogue with each other about it, through personalised access points.

Q193 Does your school use a learning platform?

(TICK ONE ONLY)

Yes ☐ ➡ **GO TO Q32**

No ☐ ➡ **GO TO Q33**

Q194 Is your learning platform linked with any of your management information systems, such as your pupil attendance registration?

(TICK ONE ONLY)

Yes ☐

No ☐

Don't know ☐

SOFTWARE

Q195 How easy is it to find relevant software for school curriculum use?

(TICK ONE ONLY)

Very easy ☐

Quite easy ☐

Not very easy ☐

Not at all easy ☐

Q196 Overall, how would you rate the fitness for purpose of software available for school curriculum use?

(TICK ONE ONLY)

Very good ☐

Quite good ☐

Not very good ☐

Not at all good ☐

Q197 Where are the teaching software resources that your school uses located?

(PLEASE TICK ALL THAT APPLY)

School 'cluster' repository ☐

Local Authority repository ☐

Regional repository ☐

Repository at private provider ☐

Other repository ☐

None of these ☐

TECHNICAL SUPPORT AND POLICY ON ICT USE

Q198 How are the following technical support services mainly resourced for your school?

(PLEASE TICK ONE FOR EACH TYPE OF SUPPORT)

	Data manage-ment/ MIS support	Network support	Personal computing support	Internet support
Wholly in-house	☐	☐	☐	☐
Partially outsourced	☐	☐	☐	☐
Wholly outsourced	☐	☐	☐	☐
We do not offer this type of support	☐	☐	☐	☐

Q199 How many technical support staff does your school employ?

Please exclude teachers who provide technical support and any personnel who are not directly employed by your school.
(ENTER A FIGURE IN THE BOX BELOW)

☐

Q200 Does your school provide technicians for other schools or colleges?

(TICK ONE ONLY)

Yes ☐

No ☐

Q201 Which of these best describes the virus protection used by your school?

(TICK ONE ONLY)

All workstations and servers are protected by an antivirus product that is updated **automatically** online ☐

All workstations and servers are protected by an antivirus product that is **manually** updated either online or by another method on at least a daily basis ☐

More than half of the school's workstations and servers are protected by an antivirus product that is updated at least on a daily basis ☐

Less than half of the school's workstations and servers are protected by an antivirus product updated on at least a daily basis ☐

Don't know ☐

Q202 Which of the following best describes the firewall used by your school?

(TICK ALL THAT APPLY)

School managed software firewall ☐

School managed firewall built into switch/router ☐

LA connection managed firewall ☐

RBC connection managed firewall ☐

Internet service provider managed firewall ☐

ICT supplier managed firewall ☐

None- no firewall in place ☐

Q203 Do pupils have a personal secure area for storing their work? (By 'secure' we mean information that is safe and protected from inappropriate access, tampering and handling)

(TICK ONE ONLY)

Yes - all [ ] ➡ **GO TO Q42**

Yes - some [ ] ➡ **GO TO Q42**

No, none [ ] ➡ **GO TO Q43**

Q204 Who hosts the personal secure area that pupils can use for storing their work?

(TICK ONE ONLY)

School [ ]

Local Authority [ ]

Regional broadband consortium (RBC) [ ]

Other (please specify)_____ [ ]

Q205 Does the school have a documented process for backing up its data?

(TICK ONE ONLY)

Yes [ ]

No [ ]

Don't know [ ]

Q206 Does your school encourage pupils to use electronic portfolios?

(TICK ONE ONLY)

Yes – all pupils [ ]

Yes – some pupils [ ]

No, none [ ]

Q207 **Are pupils allowed to use their own devices for learning in lessons in any of the following ways? (We are only thinking of equipment that is owned by pupils and their families, not equipment that is used by them but owned by the school)**

(PLEASE TICK YES OR NO FOR EACH TYPE OF USE)

	Mobile phones	Handheld computers/ PDAs	Laptops
Allowed to bring into school?			
Yes	☐	☐	☐
No	☐	☐	☐
Allowed to use in at least some lessons?			
Yes	☐	☐	☐
No	☐	☐	☐
Allowed to link to school network?			
Yes	☐	☐	☐
No	☐	☐	☐

ICT PROCUREMENT

Q208 How does your school purchase the following ICT equipment?

(PLEASE TICK ONE OPTION FOR EACH TYPE OF EQUIPMENT)

	ICT hardware such as workstations, servers and peripherals	ICT networking equipment and cabling
Through a regional broadband consortium (RBC)	☐	☐
Through the Local Authority	☐	☐
Through another school or group of schools	☐	☐
Through its ICT supplier	☐	☐
Through other independent sources	☐	☐

Q209 How does your school obtain the following types of ICT support and advice?

(PLEASE TICK ONE OPTION FOR EACH TYPE OF SUPPORT/ADVICE)

	ICT technical support and mainten-ance services	Advice about designing school's ICT infra-structure
Through a regional broadband consortium (RBC)	☐	☐
Through the Local Authority	☐	☐
Through another school or group of schools	☐	☐
Through its ICT supplier	☐	☐
Through other independent sources	☐	☐

Do not obtain this service	☐	☐

Q210 How does your school purchase the following internet services?

(PLEASE TICK ONE OPTION FOR EACH TYPE OF SERVICE)

	Internet access	Content filtering for Internet connection	Content filtering for email
Through a regional broadband consortium (RBC)	☐	☐	☐
Through the Local Authority	☐	☐	☐
Through another school or group of schools	☐	☐	☐
Through its ICT supplier	☐	☐	☐
Through other independent sources	☐	☐	☐
Do not obtain this service	☐	☐	☐

Q211 Within your school, who is involved in making purchasing decisions about these types of ICT equipment or service?

(PLEASE TICK ALL THAT APPLY FOR EACH CATEGORY)

	ICT hardware for your school	ICT networking equipment and cabling	ICT technical support and maintenance services
Headteacher	☐	☐	☐
ICT co-ordinator	☐	☐	☐
Department heads	☐	☐	☐
Bursar	☐	☐	☐
Governors	☐	☐	☐

STAFF USE OF ICT

Q212 **Which of these best describes how purchasing decisions for curriculum-related software are made in your school?**

(TICK ONE ONLY)

Teachers submit requests and ICT co-ordinator, Headteacher or other senior staff member makes decision ☐

ICT co-ordinator, Headteacher or other senior staff member selects all software ☐

Departments select software independently ☐

Other (please specify) _____ ☐

Q213 **Which of the following types of training in the use of technology are teachers at the school able to obtain?**

(PLEASE TICK ALL THAT APPLY)

Training courses held away from the school ☐

Training courses delivered at the school ☐

One-to-one coaching delivered by external trainers and consultants ☐

One-to-one coaching delivered by other school staff ☐

None of these ☐

Q214 Overall, how confident would you say teachers at the school are in the use of ICT in delivering the school curriculum?

(TICK ONE ONLY)

Very confident ☐

Quite confident ☐

Not very confident ☐

Not at all confident ☐

Q215 What proportion of teachers at the school would you say are enthusiastic towards using ICT in delivering the school curriculum?

(TICK ONE ONLY)

All/nearly all ☐

Most ☐

Some ☐

Few ☐

None ☐

THANK YOU FOR TAKING THE TIME TO FILL IN THIS QUESTIONNAIRE.

Questionnaire 6: Secondary school leadership questionnaire

Q216 Which of these best describes your role?

(PLEASE TICK ONE)

Headteacher ☐

Deputy headteacher ☐

Bursar ☐

ICT co-ordinator ☐

ICT subject leader ☐

Head of ICT ☐

ICT Manager ☐

Other (write in) _____ ☐

ICT STRATEGY AND FINANCE

Q217 Does your school have a written strategy or improvement plan for ICT and/or e-learning?

(PLEASE TICK ONE)

Yes, it is embedded within the whole-school development/ improvement plan ☐

Yes, we have a separate ICT strategy/plan (separate from whole-school strategy) ☐

No, we don't have a written strategy/plan ☐

Q218 How often is this strategy/plan reviewed?

(PLEASE TICK ONE)

At least annually ☐

About every two years ☐

About every three years ☐

Less often ☐

When others ask to see it ☐

Not applicable, we don't have a written strategy/plan ☐

Q219 Does your written strategy or plan for ICT and/or e-learning allow for the replacement of equipment?

(PLEASE TICK ONE)

Yes ☐

No ☐

Not applicable, we don't have a written strategy/plan ☐

Don't know ☐

Q220 Are you planning to invest in your network's current infrastructure in the next 12 months?

(PLEASE TICK ONE)

Yes ☐

No ☐

Don't know ☐

Q221 Who is involved in developing your school's whole-school development strategy or plan for improvement?

(PLEASE TICK ALL THAT APPLY)

Governors ☐

Headteacher ☐

School leadership team ☐

ICT co-ordinator / ICT subject leader / Head of ICT ☐

ICT technical staff ☐

Don't have a whole-school development strategy ☐

Q222 What percentage of your overall school budget is spent on ICT equipment, software, connectivity and support in this financial year?

Please give an estimate even if you do not know precise figures

_____ %

Q223 Do you expect a change in your technology-related expenditure in the coming years?

(PLEASE TICK ONE)

Expenditure will rise ☐

Expenditure will stay at comparable levels ☐

Expenditure will fall ☐

Don't know ☐

Q224 What level of priority do the following types of ICT spending have for investment in your school over the next three years?

(PLEASE TICK ONE BOX FOR EACH TYPE OF SPENDING)

	Low priority	Medium priority	High priority	Don't know
Desktop computers	☐	☐	☐	☐
Laptops	☐	☐	☐	☐
Whole-class display technologies (e.g. interactive whiteboards)	☐	☐	☐	☐
Handheld computers / personal digital assistants (PDAs)	☐	☐	☐	☐
Learning platform (including intranet and extranet)	☐	☐	☐	☐
The network infrastructure (wired and wireless)	☐	☐	☐	☐
Technical support	☐	☐	☐	☐
Technology-related training	☐	☐	☐	☐
Software to support learning and teaching	☐	☐	☐	☐

Q225 What level of priority do the following ways of using technology to support learning have in your school over the next three years?

(PLEASE TICK ONE BOX FOR EACH WAY OF USING)

	Low priority	Medium priority	High priority	Don't know
Using technology to *assess* learner progress	☐	☐	☐	☐
Using technology to *record* learner progress	☐	☐	☐	☐
Using technology to support personalised learning	☐	☐	☐	☐
Using technology to promote independent learning	☐	☐	☐	☐
Using technology to extend learning beyond the classroom	☐	☐	☐	☐
Using technology to improve communication with parents	☐	☐	☐	☐

Q226 Does your school use technology to collaborate with other organisations in any of the following ways?

(PLEASE TICK ALL THAT APPLY FOR EACH TYPE OF COLLABORATION)

	Joint curriculum and resource development e.g. online resource sharing	**Joint learning and teaching activities e.g. video conferencing or collaborative email projects**	**Continuing professional development e.g. peer support activities**
With schools	☐	☐	☐
With FE colleges	☐	☐	☐
With Local Authority / Regional Broadband Consortium (RBC)	☐	☐	☐
With professional associations	☐	☐	☐
None of these	☐	☐	☐

Q227 From which of the following people and bodies have you gained any information or advice that has influenced your school's e-learning strategy?

(PLEASE TICK ALL THAT APPLY)

The Local Authority ☐

DfES ☐

Ofsted ☐

The Qualifications and Curriculum Authority (QCA) ☐

National College of School Leadership (NCSL) ☐

Specialist Schools and Academies Trust (SSAT) ☐

Becta (the British Educational Communications and Technology Agency) ☐

Your ICT supplier ☐

Other ICT consultants/advisers ☐

Governors ☐

Headteachers/teachers from other schools or colleges ☐

Unions ☐

None of these ☐

Q228 Does your school have a documented data protection policy that covers:

(PLEASE TICK ONE FOR EACH ITEM)

	Pupil personal information	Staff personal information	School manage-ment inform-ation	Other information
Yes	☐	☐	☐	☐
No	☐	☐	☐	☐
Don't know	☐	☐	☐	☐

Q229 Does your school have an Acceptable Use Policy (AUP) which provides guidelines on how to use its ICT equipment and the Internet:

(PLEASE TICK ONE FOR EACH ITEM)

	for staff?	for pupils?	for adult/ community users?
Yes	☐	☐	☐
No	☐	☐	☐
Don't know	☐	☐	☐

Q230 Does your school have a written policy on the safe disposal of ICT equipment?

(PLEASE TICK ONE)

Yes	☐
No	☐
Don't know	☐

USE OF ICT IN SCHOOL MANAGEMENT

Q231 How does your school conduct its accounting and financial management?

(PLEASE TICK ONE)

Manually ☐

Electronically – using system developed in the school ☐

Electronically – using system developed elsewhere ☐

Q231 How did your school prepare its most recent budget?

(PLEASE TICK ONE)

Manually ☐

Electronically – using system developed in the school ☐

Electronically – using system developed elsewhere ☐

Q232 How did your school prepare its most recent year end accounts?

(PLEASE TICK ONE)

Manually ☐

Electronically – using system developed in the school ☐

Electronically – using system developed elsewhere ☐

Q233 How does your school record pupil achievement?

(PLEASE TICK ONE)

Manually (i.e. paper systems) ☐

Electronically – using system developed in the school ☐

Electronically – using system developed elsewhere ☐

Q234 How does your school record pupil attendance?

(PLEASE TICK ONE)

Manually (i.e. paper registers) ☐ ➡ **GO TO Q23**

Electronically – optical mark readers ☐ ➡ **GO TO Q21**

Electronically – fully integrated electronic registration system allowing registration by session or lesson, linked to management information system ☐ ➡ **GO TO Q21**

Q235 Have you analysed your electronic records of attendance to gain a better understanding of attendance patterns:

(PLEASE TICK ONE FOR EACH ITEM)

	for individual pupils?	for different groups of pupils, for example according to gender, ethnic group or attainment level?	for particular lessons or teachers?
Yes	☐	☐	☐
No	☐	☐	☐

Q236 Would you say that your school's effectiveness in identifying repeated non-attendance by pupils has changed as a result of recording attendance electronically?

(PLEASE TICK ONE)

Yes – more effective ☐

Yes – less effective ☐

No – no difference ☐

Don't know ☐

Q237 Do you use any data about pupils to help with the following?

(PLEASE TICK ALL THAT APPLY)

Setting performance targets ☐

Measuring progress ☐

Individual performance reviews for staff ☐

Managing finances ☐

None of these ☐

USE OF ICT FOR LEARNING

Q238 Which of these best describes how decisions about the use of digital learning resources are made at your school?

(PLEASE TICK ONE)

This is mainly a matter for individual teachers to decide, with input from others ☐

This is mainly a matter for department heads to decide, with input from teachers ☐

This is governed by a whole school policy and teachers and department heads make decisions with its guidelines ☐

Q239 How often does your school use these types of software to assist learning?

(PLEASE TICK ONE FOR EACH TYPE)

	Email communication between teachers and pupils	Online discussion groups/ forums	Personal websites, blogs, wikis etc
Often	☐	☐	☐
Sometimes	☐	☐	☐
Rarely	☐	☐	☐
Never	☐	☐	☐

Q240 How frequently do you use the following methods of communication with parents?

(PLEASE TICK ONE FOR EACH METHOD)

	Sending messages on paper	Sending messages by email	Sending messages by text messaging
Always	☐	☐	☐
Often	☐	☐	☐
Sometimes	☐	☐	☐
Rarely	☐	☐	☐
Never	☐	☐	☐

Q241 Does your school make teacher email addresses available to parents?

(PLEASE TICK ONE)

Always ☐

Often ☐

Sometimes ☐

Rarely ☐

Never ☐

Q242 Does your school or the Local Authority facilitate pupil use of the school's ICT facilities in any of the following ways?

(PLEASE TICK ALL THAT APPLY)

Breakfast clubs ☐

Lunchtime clubs ☐

After-school clubs ☐

Informal access before school ☐

Informal access at lunchtime/breaks ☐

Informal access after school ☐

Remote access to school ICT resources from outside school ☐

None of these ☐

Q243 Does your school or the Local Authority facilitate community use of the school's ICT facilities in any of the following ways?

(PLEASE TICK ALL THAT APPLY)

Drop-in access to the internet *during* school day ☐

Other access to ICT facilities *during* school day ☐

Drop-in access to the internet *outside* school day ☐

Other access to ICT facilities *outside* school day ☐

Adult learning or evening classes ☐

Remote access to school ICT resources from outside school ☐

None of these ☐

Q244 Overall, how confident would you say teachers at the school are in the use of ICT in delivering the school curriculum?

(PLEASE TICK ONE)

Very confident ☐

Quite confident ☐

Not very confident ☐

Not at all confident ☐

Q245 Finally, what would you say is the main benefit from the use of ICT in learning and teaching in your school? Please give details.

THANK YOU FOR TAKING THE TIME TO FILL IN THIS QUESTIONNAIRE.

Appendix B

Covering letter for leadership questionnaire

The e-learning in schools study 2006-07

Dear Sir or Madam,

The National Centre for Social Research is carrying out this study on behalf of Becta. You may recall that we sent a letter about this a few weeks ago. We have since been in touch with your ICT co-ordinator to make arrangements for distributing our questionnaires.

Part of this study is concerned with ICT strategy and we therefore have a school leadership questionnaire (attached) which is designed to be completed by the headteacher.

We will treat your responses in the strictest confidence and no individual responses will be passed on to Becta. This questionnaire should take no longer than 20 minutes to complete.

Please could you return your completed questionnaire to the staff member named on the front of the questionnaire by the date indicated.

Your assistance with this survey will be greatly appreciated and will help to ensure that the research can inform future developments in education policy. If you have any questions about completing the questionnaire, please contact Alix Toy or another Pink Team member on Freephone 0800 652 4574 (9.30am-5.30pm Monday – Friday).

Thank you for your help with this important study.

Yours faithfully

Sarah Kitchen

Research Director

NB. All NatCen interviewers have been given Criminal Records Bureau (CRB) clearance.

Covering letter for ICT co-ordinator questionnaire

The e-learning in schools study 2006-07

Dear Sir or Madam,

The National Centre for Social Research is carrying out this study on behalf of Becta.

We would be very grateful if you could complete the enclosed questionnaire which covers ICT infrastructure issues in your school.

We will treat your responses in the strictest confidence and no individual responses will be passed on to Becta. This questionnaire should take no longer than 20 minutes to complete.

Please could you return your completed questionnaire with the other completed questionnaires when our interviewer calls to collect them.

Your assistance with this survey will be greatly appreciated and will help to ensure that the research can inform future developments in education policy. If you have any questions about completing the questionnaire, please contact Alix Toy or another Pink Team member on Freephone 0800 652 4574 (9.30am-5.30pm Monday – Friday).

Thank you for your help with this important study.

Yours faithfully

Sarah Kitchen

Research Director

NB. All NatCen interviewers have been given Criminal Records Bureau (CRB) clearance.

Covering letter for teacher questionnaire

The e-learning in schools study 2006-07

Dear Sir or Madam,

The National Centre for Social Research is carrying out this study on behalf of Becta.

For this survey we need to collect information about how ICT is used to support the curriculum across different subjects and Key Stages. You have been nominated as the most appropriate person to provide this information for your subject. We would be very grateful if you could complete the enclosed questionnaire on behalf of your subject.

We will treat your responses in the strictest confidence and no individual responses will be passed on to Becta. This questionnaire should take no longer than 20 minutes to complete.

Please could you return your completed questionnaire to the staff member named on the front of the questionnaire by the date indicated.

Your assistance with this survey will be greatly appreciated and will help to ensure that the research can inform future developments in education policy. If you have any questions about completing the questionnaire, please contact Alix Toy or another Pink Team member on Freephone 0800 652 4574 (9.30am-5.30pm Monday – Friday).

Thank you for your help with this important study.

Yours faithfully

Sarah Kitchen

Research Director

NB. All NatCen interviewers have been given Criminal Records Bureau (CRB) clearance.

Appendix C

Advance letter to headteacher

The e-learning in schools study 2006-07

The National Centre for Social Research (NatCen) is carrying out this study on behalf of Becta.

This study uses short self-completion questionnaires that we would like to distribute via a research interviewer who would visit your school. The questionnaires are:

- A school leadership questionnaire for headteachers.
- An ICT infrastructure questionnaire for ICT co-ordinators.
- A teacher questionnaire for subject co-ordinators of three subjects.

We will treat your responses in the strictest confidence and no individual responses will be passed on to Becta.

As a first step for this study a NatCen interviewer will contact your school's ICT co-ordinator in order to make an appointment to visit the school. The interviewer will issue questionnaires and agree a date to return to collect them. Each questionnaire should take no longer than 20 minutes to complete. We will send participating schools a summary of the results when the study is published next year.

If you have any questions about the study you can call Freephone 0800 652 4574 (9.30am-5.30pm Monday – Friday). Please quote reference P2600.

Your assistance with this study will be very much appreciated

Yours sincerely

Sarah Kitchen

Research Director

NB. All NatCen interviewers have been given Criminal Records Bureau (CRB) clearance.

Dear Headteacher
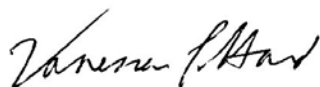
I am writing to ask for your school's assistance with the e-learning in schools study. This study is being carried out on behalf of Becta by the National Centre for Social Research (NatCen).

The topics covered in this study include ICT policy in schools, ICT resources and how ICT is used to support the curriculum. In order to be able to measure trends in these areas, we need to carry out appropriate research. Your participation in this research is voluntary however your school's co-operation with this study will be greatly appreciated and will help us to ensure that the research is able to inform future developments in education policy in this area.

The letter overleaf from NatCen explains in more detail what the study will involve. Please be assured that, in view of the many existing demands on schools' time, every effort has been made to minimise the time needed from schools participating in the study. If you have any questions about the study, please see the Freephone number overleaf.

Thank you in advance for your help with this important study.

Yours faithfully

Dr Vanessa Pittard

Director, Evidence and Evaluation

Advance letter to ICT co-ordinator

The e-learning in schools study 2006-07

The National Centre for Social Research (NatCen) is carrying out this study on behalf of Becta. The information collected in this survey will help inform education policy in this area.

We would like to arrange for a NatCen interviewer to come and visit you at the school. They will give you a short questionnaire for you to complete in your own time after the meeting. They will also bring questionnaires to be completed by the headteacher and three subject co-ordinators (those who cover English, maths and science), and will arrange a convenient time to return to collect the completed questionnaires. This visit should take a maximum of 20 minutes and none of the questionnaires should take longer than 20 minutes to complete.

We have already written to the headteacher of your school informing them about the study. You will find a copy of this letter is enclosed.

We will treat your responses in the strictest confidence and no individual responses will be passed on to Becta.

We will send participating schools a summary of the results when the study is published next year. Schools which have participated in similar studies in the past have found such summaries extremely valuable.

The name of the interviewer who will visit you: _____

The interviewer will telephone you shortly to arrange a convenient time to visit the school. All NatCen interviewers have been given Criminal Records Bureau (CRB) clearance.

If you have any queries about the study in the meantime please contact Alix Toy or another Pink Team member on Freephone 0800 652 4574 (9.30am-5.30pm weekdays).

Your assistance with this study will be very much appreciated.

Yours sincerely

Sarah Kitchen

Research Director

Survey address record form (ARF)

NatCen
National Centre *for* Social Research

P2600	**E-learning in schools** **Primary school ARF** ADDRESS RECORD FORM (ARF)		FINAL OUTCOME:	
PINK TEAM				

SCHOOL ADDRESS LABEL	**ICT CO-ORDINATOR LABEL**
Label with headteacher's name and school address	*Label with ICT co-ordinator's name, address and telephone number*

Name of headteacher (if different from label): Name of ICT co-ordinator (if different from label): _____

1ST APPOINTMENT

DATE		Interviewer name:	

TIME		Interviewer number:							

2ND APPOINTMENT

DATE	

TIME		Total no. of personal visits		

Call no.	Date DD/MM	Day of week	Call start time 24hr clock	VISITS RECORD Record all visits, even if no reply. For phone calls – see separate grid on next page	*Call status (Enter codes only)	Call end Time 24hr clock	Call foll-owed by personal/ non-CAPI time (tick)
1	/		:			:	
2	/		:			:	
3	/		:			:	
4	/		:			:	
5	/		:			:	
6	/		:			:	
7	/		:			:	
8	/		:			:	
9	/		:			:	
10	/		:			:	

*Call Status codes: 1 = No reply, 2 = Contact made, 3 = Appointment made, 4 = Any CAPI interviewing done, 5 = Any other status

RE-ALLOCATED ADDRESS: If this address is being reallocated to another interviewer before you have completed it, code here.	900	END	*

Call no.	Date DD/MM	Day of week	Call start time 24hr clock	VISITS RECORD Record all visits, even if no reply. For phone calls – see separate grid on next page	*Call Status (Enter codes only)	Call end Time 24hr Clock	Call foll-owed by personal/ non-CAPI time (tick)
11	/		:			:	
12	/		:			:	
13	/		:			:	
14	/		:			:	
15	/		:			:	
16	/		:			:	
17	/		:			:	
18	/		:			:	
19	/		:			:	
20	/		:			:	

*Call Status codes: 1 = No reply, 2 = Contact made, 3 = Appointment made, 4 = Any CAPI interviewing done, 5 = Any other status

Call no.	Date DD/MM	Day of week	Call time 24hr clock	TELEPHONE CALLS RECORD Record all calls, even if no reply. DO NOT ENTER THESE CALLS IN THE NEW CMS.
1	/		:	
2	/		:	
3	/		:	
4	/		:	
5	/		:	
6	/		:	
7	/		:	
8	/		:	
9	/		:	
10	/		:	

A. School outcome

Code as unproductive if first placement visit not carried out

	UNPRODUCTIVE		
A1.	Refusal by school to office before issued to interviewer	410	*GO TO A2*
	Refusal by school to office after issued to interviewer	411	
	Refusal by ICT co-ordinator to interviewer (after issued to interviewer)	431	
	No contact with school	310	**END-CODE FINAL OUTCOME ON p1**
	Contact made but not with named ICT co-ordinator	322	
	Contact made with ICT co-ordinator but unable to arrange visit	511	
	Broken appointment	450	
	Other (please specify)	599	
	_____ _____ _____		
A2.	**REASON FOR REFUSAL** Please give details of reason for school refusal 		**END - CODE FINAL OUTCOME ON p1**

Code as fully productive if first placement visit and second collection visit carried out
Code as partial productive if first visit only carried out

	PRODUCTIVE		
A3.	**PRODUCTIVE**		
	Fully productive- 1st & 2nd visits conducted	110	**GO TO B1**
	Partial productive- 1st visit only conducted	210	**GO TO A4**
A4.	**CODE REASON FOR UNPRODUCTIVE 2ND (COLLECTION) VISIT**		
	Unable to arrange appointment	511	**CODE 210 AS FINAL OUTCOME ON p1 & INDIVIDUAL OUTCOMES AT SECTION B**
	Refusal to office (after 1st visit)	420	
	Refusal to interviewer (after 1st visit)	430	
	Broken appointment	450	
	Other (please specify)	599	
	_____ _____		

B. Individual outcomes

B1. **Is the ICT co-ordinator……**

The person named on the label	1	CODE OUTCOME BELOW
Or……Another member of staff	2	ENTER DETAILS AND CODE OUTCOME

Name:_____

Job Title:_____

OUTCOME:

UNPRODUCTIVE

Unable to find out name of appropriate person 342

Unavailable during survey period 512

Personal refusal 431

Proxy refusal 432

Other (please specify) 599

_____

___

PRODUCTIVE

Questionnaire collected 111

Promised to return by post- envelope supplied 841

B2.	**HEADTEACHER**
	Name:_____ Job Title:_____ Questionnaire ID: __ **OUTCOME:** UNPRODUCTIVE Unable to find out name of appropriate person 342 Unavailable during survey period 512 Personal refusal 431 Proxy refusal 432 Other (please specify) 599 _____ ____ PRODUCTIVE Questionnaire collected 111 Promised to return by post- envelope supplied 841

B3.	MATHS TEACHER
	Name:_____ Job Title:_____ Questionnaire ID: __ **OUTCOME:** UNPRODUCTIVE Unable to find out name of appropriate person 342 Unavailable during survey period 512 Personal refusal 431 Proxy refusal 432 Other (please specify) 599 _____ ____ PRODUCTIVE Questionnaire collected 111 Promised to return by post- envelope supplied 841

B4.	**ENGLISH TEACHER**
	Name:_____
	Job Title:_____
	Questionnaire ID: ___
	OUTCOME:
	UNPRODUCTIVE
	Unable to find out name of appropriate person 342
	Unavailable during survey period 512
	Personal refusal 431
	Proxy refusal 432
	Other (please specify) 599
	_____
	___
	PRODUCTIVE
	Questionnaire collected 111
	Promised to return by post- envelope supplied 841

B5.	SCIENCE TEACHER

Name:_____

Job Title:_____

Questionnaire ID: __

OUTCOME:

UNPRODUCTIVE

Unable to find out name of appropriate person   342

Unavailable during survey period   512

Personal refusal   431

Proxy refusal   432

Other (please specify)   599

_____

___

PRODUCTIVE

Questionnaire collected   111

Promised to return by post- envelope supplied   841